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ABSTRACT

This resource guide contains a selection of examples and exhibits concerning different aspects of planning for inservice teacher education. The exhibits were taken from four pilot studies developed by the Teacher Corps. The major activities described are group problem solving, establishment of guidelines for development of an inservice program, and development of a comprehensive plan for program implementation. An exemplary governance structure for an inservice program is outlined, and constraints imposed by agencies involved in the planning process of such programs are discussed. Sample forms which may be used to conduct a needs assessment study and an individualized program are included, as a well as working example of a management plan for an inservice teacher education program. (JD)

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PLANNING FOR INSERVICE EDUCATION

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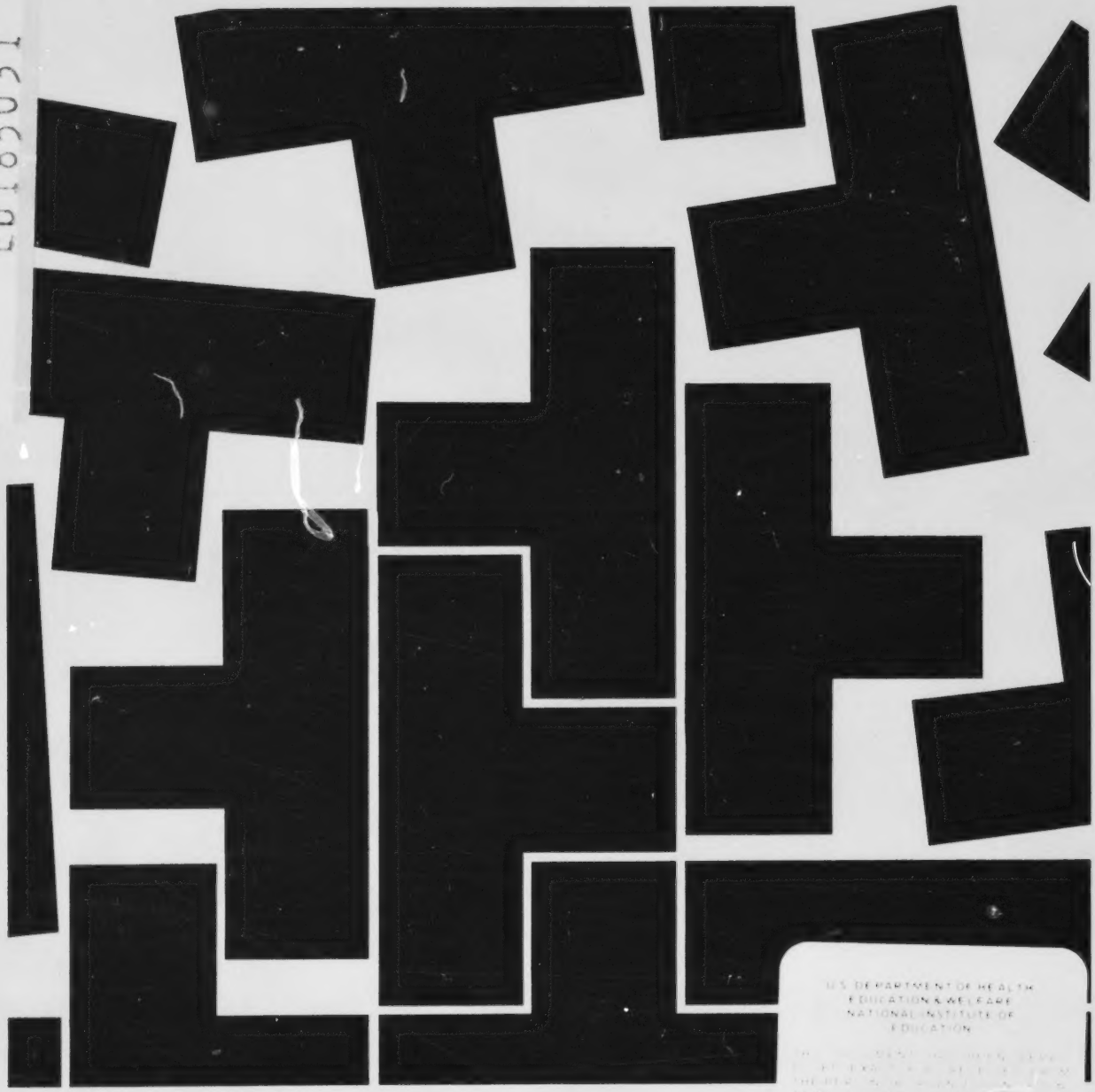

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

A RESOURCE GUIDE

PLANNING FOR INSERVICE EDUCATION
(REVISED)

A RESOURCE GUIDE

Herb Hite

and

Pat McIntyre

Prepared in accordance with a contract between HEW, U.S. Office of Education, Teacher Corps, and Western Washington University, Bellingham, Washington. The contract was to develop procedures and guidelines for designing Inservice Components of Teacher Corps Projects.

Western Washington University
Bellingham, Washington

July, 1978

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A PLANNING PROCESS FOR INSERVICE EDUCATION

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PREFACE TO REVISION OF

PLANNING FOR INSERVICE EDUCATION

Two considerations led to a revision of Planning for Inservice Education, first published in 1976:

1. Four different planning teams at four different schools tested the model under contract with Teacher Corps during 1977-78.
2. The first five-year Teacher Corps grants were awarded in the Summer of 1978. Teacher Corps required project staffs to devote the first year to planning for the events which would follow in the remaining four years of the grant.

The experiences of the four contractors revealed a number of ways in which the planning model could become more useful to others. The required planning year of Teacher Corps projects provided an unprecedented opportunity to plan for the demonstration of effective inservice education practices.

The revised model, Planning for Inservice Education, includes:

A. Monograph - a discussion of the generic principles for effective inservice education planning.

B. Process Guide - a set of activities which planners and clients of an inservice education program might follow to develop an effective plan. (This part is revised and expanded.)

C. Management Guide - responsibilities of key personnel, critical

events during the planning period and a management blueprint. (New section.)

D. Resource Guide- selected exhibits which illustrate practices or products developed by local teams. (New section.)

E. Slide-tape Presentation - a device for presenting the model to potential clients (optional). (Revised)

PREFACE

The importance of the continuing education of teachers is difficult to exaggerate. The reports of national and state examinations imply that the quality of teaching has done little to offset the advantages some pupils have over others by virtue of their home backgrounds. Children in schools serving wealthy families do better on national examinations than children from schools serving poor families*. The differences between these populations seem relatively stable from year to year. Furthermore, the massive efforts of compensatory education programs have done little to modify this general finding. Apparently the national effort in the '60's and '70's to educate a new generation of teachers with advanced techniques for implementing learning had little impact upon a growing and subtle elitism in American education.

Now, in 1976-77, teachers are staying in the profession longer. In the '50's and '60's a new teacher, on average, left the profession after fewer than three years of practice. In addition, fewer new teachers enter each year. For the first time in many generations of school children there is a chance to affect the education of children through a national effort to upgrade the performance of the teachers who presently manage today's classrooms, and in all likelihood will continue to manage classrooms for a considerable period of time. It is still possible, optimists among educators believe, to help teachers make a difference in the intellectual and social growth of children from <u>all</u> the homes in the nation.

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* For example, 1976 test results in basic skills for all fourth grade pupils in the State of Washington seem to support this observation.

But there appear to be no principles or guidelines for effective inservice education! Inservice education has no tradition, no recognized pattern of orderly and continuing development of professional teaching skills. The fact that there was a Request for Proposals which resulted in this Planning Process for Inservice Education supports the observation that educators who would increase their efforts to improve the performance of teachers have no significant body of knowledge available to guide their planning.

This model for a Planning Process for Inservice Education represents the best thinking over a period of six months of a group of teacher educators in western Washington State. The process of developing the model had these stages:

1) After the Contract was negotiated, a staff was recruited--a Design Team, a Panel of Consultants, and a faculty of a public school to field-test the product of the Design Team.

2) The Design Team reviewed the available literature on inservice education.

3) The Design Team prepared a set of "principles for effective inservice education", gleaned from the literature. The Panel of Consultants reviewed the list and recommended revisions.

4) The Design Team developed a tentative model for effective inservice education based upon the revised principles. The Panel of Consultants also reviewed this tentative model. There was surprisingly little disagreement among the members of both committees.

5) The Director of the Contract presented the model for effective

inservice education to a committee of the Amercian Association of Colleges of Teacher Education, at the committee's invitation. The presentation was one of five. It was the Director's impression, shared by the AACTE committee, that the five presentations of inservice models represented programs that were quite different but effective in their different ways for their own constituents. There must be more than one model for effective inservice education, and these different models may well be radically different.

6) This observation was the turning point for the Western Washington team. The team viewed the model they had devised as one of several possible models, rather than the one to be proposed as the product of their contract with the U. S. Office of Education. The Design Team set about the task of developing a process for models with variable standards for effectiveness.

7) The key for the Planning Process developed by the Design Team, is a rigorous exercise by the local participants leading to a definition of the purpose for their inservice education program. There may be differences among effective inservice programs, but these differences must reflect local values concerning the further education of teachers.

8) The new approach was presented to ten directors of Teacher Corps projects. They analyzed the process both as to its content and as to its feasibility for local implementation.

9) The Panel of Consultants was enlarged to include three more classroom teachers, selected by the professional organizations. The expanded panel then criticized the Planning Process.

10) The revised Planning Process was tested by 30 elementary teachers, the staff of one elementary school. The teachers simulated the steps through which a local faculty would proceed in order to develop a specific inservice plan.

11) Final revisions were made in the documents and in the slide-tape presentation.

The Western Washington State College team believes that this model of a planning process is useful and has wide applicability. The team doesn't know, of course, that the process is really valid, and won't know until team members have analyzed the results of this planning process in several situations. We foresee changes in the process, but we present this as the product of our contract with the U. S. Office of Education, Teacher Corps, with a sense of professional satisfaction from what has been a challenging task for a significant national purpose.

Herbert Hite
December, 1976

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I. INTRODUCTION

This "Resource Guide" is a selection of examples and exhibits concerning different aspects of inservice planning. The writers of this revised planning model hope that they will help by providing illustrations of certain critical components.

Of course, these exhibits are only a sample. The readers should find that they contain information and ideas which are relevant to their own efforts to design a comprehensive inservice program which meets local needs. In most cases the exhibits are presented at the suggestion of the staffs of the four pilot studies. In some cases, the materials are those developed by the staffs of the pilot studies.

In revising the "Process Guide" and in preparing the "Management Guide", the authors found the exhibits very useful. They should be useful to those who wish to use the other guides.

II. INFORMATION ABOUT TEACHER CORPS

It has been the authors' experience, and that of those who participated in the pilot study of the inservice planning model, that there is a real need to convey to the professional staff of a school or school district what the purposes of a Teacher Corps project are. There are a variety of ways that this might be done, but at some point, there is a need of a very concise statement or overview that can give an audience a sense of the purpose.

On the following pages are two such condensations. The first is an overview of Teacher Corps which has appeared in several documents prepared by the National Teacher Corps. For those unfamiliar with Teacher Corps, it should provide a brief but useful introduction. The second set of papers, the "fact sheets", were prepared by the Western Washington University team as they prepared to collaboratively work on a Program 78 proposal. The fact sheets served to give people who were unfamiliar with Teacher Corps some idea of the program, and at the same time to provide those who were knowledgeable about previous programs some information on the changes in the new program.

There are many ways to introduce people to the Teacher Corps program. The two presented seem appropriate for busy people for whom Teacher Corps is only one of several professional concerns.

TEACHER CORPS

LEGISLATIVE BACKGROUND AND OVERVIEW

The Teacher Corps Program is authorized under Title V of the Higher Education Act of 1965 as amended in 1976 (P.L. 94-482). Title V, Part A, Subpart 1 deals specifically with Teacher Corps. The specific purpose of the Teacher Corps Program is "...to strengthen the educational opportunities available to children in schools having concentrations of low-income families and to encourage colleges and universities to broaden their programs of teacher preparation and to encourage institutions of higher education and local educational agencies to improve programs of training and retraining for educational personnel by:

1. Attracting and training qualified teachers who will be made available to local educational agencies for teaching in such areas;

2. Attracting and training inexperienced teacher-interns who will be made available for teaching and inservice training;

3. Attracting volunteers to serve as part-time tutors or full-time instructional assistants in programs carried out by local educational agencies and institutions of higher education serving such areas;

4. Attracting and training educational personnel to provide relevant remedial, basic and secondary educational training, including literacy and communication skills for juvenile delinquents, youth offenders, and adult criminal offenders;

5. Supporting demonstration projects for retraining experienced teachers and teacher aides serving in local educational agencies. (Title V, Part A)

From 1966 through 1974 Teacher Corps has operated primarily with all but the demonstration focus (Item 5 above). Grants are awarded to institutions of higher education and local educational agencies for the

purpose of cooperatively developing and implementing projects to meet the particular requirements of the legislation as interpreted in the grant proposals. As of 1977 twelve funding cycles of the program had been initiated. Since 1972 appropriations for the program have been level at approximately $37.5 million. Grants to individual projects averaged $535,000 and covered a two-year period.

The most recent Teacher Corps Rules and Regulations published in the Federal Register on February 23, 1978, include four outcomes and several key program features. The outcomes stated in these Rules and Regulations are:

1. Improved school climate which fosters the learning of children from low income families.

2. An improved educational personnel development system for persons who serve or who are preparing to serve in schools for children of low income families.

3. The continuation of educational improvements (including products, processes and practices) made as a result of the project, after Federal funding ends.

4. The adoption or adaptation of those educational improvements by other educational agencies and institutions.

The key program features stated in these Rules and Regulations include:

1. Multi-Cultural Education

2. Diagnostic/Prescriptive Teaching

3. Integrated Pre and In-Service Training Designs

4. Community-Based Education

5. An Elected Community Council

6. A Representative Policy Board

7. A collaborative mode of operation involving the associated institutions, communities and other vested-interest groups.

The Program has four major activity phases:

1. Year I - Developmental Activities

2. Year II and III - Operational Activities (pre and inservice training)

3. Year IV - Institutionalization Activities

4. Year V - Adaptation of Program Features by other schools, universities and other educational agencies.

All Teacher Corps projects are funded through competitive grants to achieve the legislated purpose and the four outcomes using the means specified in the Rules and Regulations and the strategies determined by the project. In general terms, the policy questions for this analysis of Teacher Corps focus upon the relationships noted in the field between a) the implementation of the key features as stated in the Rules and Regulations; b) the achievement of the four outcomes stated in the Rules and Regulations; and c) the realization of the purpose of Teacher Corps as authorized in legislative law under Title V.

New projects to be funded in July 1978 will be known as Program 78. New projects to be funded about mid 1979 will be known as Program 79. At that time, there will be approximately eighty (80) Program 78 projects in their second year and forty (40) Program 79 projects in their first year. After Year 1 of each Program, grantees will be eligible to have their grants renewed annually for the four subsequent years. After Year 3, there will be diminishing levels of federal funds since institutionalization of the activities using local funds is expected to begin.

The organizational structure of the Teacher Corps is as follows: (a) the national office, headed by a Director, within the U.S. Office of Education and consisting of about 40 people in three branches--Management, Operations, and Development; (b) a system of 12 networks operated by Boards with contracted responsibility to identify and meet needs and provide important information links within the project community and among

the several projects under the purview of a given network; (c) at the project level two groups which are formed to share information, guide the projects, and provide community-based support -- an elected Community Council and a Project Policy Board (the nucleus on the Board must be the Dean of the IHE, the Superintendent of the LEA and the Chairperson of the Community Council); (d) at the local project level a collaboratively arrangement between a university, a school district with typically up to four schools participating and the community served by those schools.

The organization of a typical Teacher Corps project in the field usually includes at least one but not more than four schools (where elementary schools must be Title I eligible) within a feeder system; a team of at least four teacher-interns and one experienced teacher as a team leader; an elected community council having at least seven members; an institution of higher education; a local education agency; and other institutions and agencies such as correctional institutions, professional associations, social service agencies, and students.

Western Washington University
Teacher Corps Program 78
General Fact Sheet*

egislative ntent:

1. To strengthen the educational opportunities available to children in areas having concentrations of low-income families.
2. To encourage colleges and universities to broaden their programs of teacher education.
3. To encourage institutions of higher education and local educational agencies to improve programs of training and retraining for teachers, teacher aides, and other educational personnel.

asic Outcomes or Project 78:

Through locally determined objectives, the following outcomes should be achieved:

1. An improved school climate which fosters the learning of children of low-income families.
2. An educational personnel development system for persons who are preparing to serve in schools for children of low-income families.
3. The continuation of educational improvements (including products, processes and practices) made as a result of the project, after Federal funding ends.
4. The adoption or adaptation of those educational improvements by other educational agencies and institutions.

articipants:

1. Grantees: School of Education, Western Washington University and one or more local school districts with possible participation by the Office of the Superintendent of Public Instruction and the Washington Education Association.
2. A Policy Board, made up of a dean of the school of education, a superintendent of schools and the chairperson of a local community council, will be responsible for jointly carrying out the project.
3. An elected Community Council to advise and provide input to the Policy Board on planning, implementation and evaluation of the project.
4. Volunteer tutors, instructional aides, teacher interns, all teachers and other educational personnel employed by a project school.

unding:

1. Competitive funding for a five year grant with a total budget of approximately one million dollars. The first year will be a planning period with few, if any, instructional programs.
2. Four teacher-interns will be funded during the second and third year of the grant.
3. The funding criteria are based on the potential for achieving the outcomes described above.

ligibility:

1. Only schools eligible for a project under Title I may be included.
2. A project must include two or more schools within a feeder system covering grades 1 - 12.

eadline:

1. Proposal submission, January 15, 1978 (tentative)
2. Period: June 1978 - June 1988

Based on proposal regulations

Revised 10/14/77

Western Washington University
Teacher Corps Program 78
Fact Sheet for College Personnel *

Overview: The participation of a college in a Teacher Corps project brings with it the obligation to provide an improved educational personnel development system for the target schools, and the responsibility to attempt to adopt, adapt, and/or continue the project activities beyond the funding period. Although the goals and program elements for a project are determined through the collaboration of the local schools, the college and the community representatives, the guidelines are very clear in specific roles and responsibilities for the college.

Obligation of the Institute of Higher Education:

1. To provide basic and systematic improvement in the methods used to train educational personnel.
2. To develop the capacity of the IHE to meet the needs of the local educational agencies.
3. To provide a training model which integrates preservice and inservice education.
4. To provide instruction in multicultural, diagnostic prescriptive and mainstreaming for school personnel.
5. To provide educational opportunities for aides and parent volunteers.
6. To participate in the collaborative management system of the project.
7. To provide field-based instruction in the community served by the project.
8. To provide a certification and masters degree program for the teacher-interns which is field based.
9. To provide certification opportunities and graduate level programs for inservice teachers.

Opportunities for Faculty of Institutions of Higher Education:

1. To be released part time to participate and receive training in field-centered programs.
2. To participate in local, regional, and national training programs.
3. To explore new management plans involving agencies other than the college.
4. To assist in the development of new certification programs in keeping with the 1978 guidelines.
5. To develop new field-based courses and workshops in response to client-defined needs.
6. To provide expertise to the project through a systematic program development process.
7. To be funded as one of up to four full time faculty members to be assigned to the project.

*Based on proposed regulations.

Revised 10/14/77

Western Washington University
Teacher Corps Program 78
Fact Sheet for School Personnel*

Overview:

A major focus of any Teacher Corps project is the improvement of the personnel development system in schools that serve children from low income families. The specific goals of a project are locally determined by a planning process involving school administration, teachers, a college and the community being served.

Direct cost to a participating school district is limited to a percentage of the cost of training four teacher-interns; roughly five thousand dollars would be required in each of two years. This is a minor consideration in light of the approximately one million dollar budget of a funded project.

Past experience with Teacher Corps projects has indicated that there is a variety of ways in which the funds can be used and there are certain responsibilities that are encumbent upon participants. Although each project will design its own program, the scope of the project components and the related responsibilities may be useful information for school districts that are considering becoming involved in a project.

Typical Program Components:

1. A site coordinator to facilitate a staff development program.
2. A program development specialist to design new courses and learning experiences for teachers.
3. Opportunities for teachers, aides and tutors to develop new teaching skills and competencies.
4. Consultants to work on school-identified problems.
5. Training for aides and volunteers.
6. Significant community involvement in school program.
7. Instruction in multicultural education, mainstreaming and diagnostic prescriptive teaching.
8. Significant participation of teaching staff in decision-making process.
9. Field-based instructional program for teachers.
10. Local, regional and national training programs.
11. Certification and advanced degree programs.

Possible School District Responsibilities

1. Acceptance of a collaborative management model which includes an elected community council.
2. Participation in inservice program.
3. Long term commitment to staff development.
4. Cooperation in documentation, dissemination and evaluation procedures.
5. Assist in training teacher-interns.

*Based on proposed regulations

Revised 10/14/77

III. GROUP PROBLEM SOLVING

One of the most frequent problems that occurs in the planning process is that the groups have difficulty working together. The experience at all four of the pilot sites, and that of the authors, seems to indicate that teachers have limited group problem solving skills, or fail to realize that they should use them in their own professional activities.

In any case, if there is to be a group working together over an extended period of time, they should consider some preliminary activities to establish good group rapport.

Each of the pilot projects, at some point, found that they needed some such activities. The Stockton group developed a set of ten which cover a wide range of topics; they are presented on the following pages. The pilot study at Dunnellon Elementary School made use of materials developed at the University of Florida for the Florida Linkage System. A discription of those materials is also included.

Structured Training To Unite A People-Centered Process
with Instructional Content Needs--

DESIGN FOR THE FLORIDA LINKAGE SYSTEM

Is there a means of assisting schools in problem solving and in using the technological innovations, and of becoming more humanistic, at the same time?

A set of modules has been developed to introduce school personnel to some methods and resources for school problem solving and staff development, and to suggest the use of certain skills such as communication techniques, problem analysis, decision making and goal identification. A central purpose of the training is to enable participants to become more effective group members.

These 26 modules* comprise the training for school improvement in the Florida Linkage System. These modules are each about one and one half hours long and are meant to be sequenced when used. While each module focuses on specific topics, the topics overlap from one module to the next, so that both the contents of the training and its effects are cumulative. The system's structure which results from the integration of group dynamics processes and instructional content needs is designed to promote capacity building in Florida's public schools.

The system was developed through the Research and Development Utilization Project sponsored by the National Institute of Education and the Florida Department of Education (DOE). Teams from twenty-eight elementary schools in sixteen school districts involved with eight Teacher Education Centers have participated in the field test of the system.

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*In addition to the 26 training modules, there is an Introductory Module which explains the FLS system, presents a fictional case study of a school who participated in the FLS, and permits participants to sample some of the training techniques. The purpose of the module is to assist school staffs in deciding whether or not to take the training.

The teams consist of:

(1) the principal (2) the curriculum coordinator, counselor or a teacher selected by the administration (3) a teacher chosen by teachers	Opinion leaders and gatekeepers called "facilitators" from within the school
(1) a staff development or curriculum supervisor from the district office or Teacher Education Center. (TEC) (2) a curriculum specialist from the Department of Education (DOE) (3) an organizational, curriculum or instructional specialist from a regional college of education	Linkers from outside the school

Before the workshop began, the entire school staff participated in Module 0, "Assessing the Needs of the Organization." This is accomplished with the "Trouble Shooting Checklist" (TSC) developed by the University of Texas R&D Center under the direction of Brad A. Manning.

The first workshop session, Module 1, is an orientation session which helps participants get acquainted with the system, the training design and with the other participants.

The second session is a problem solving simulation--a fictional account of Bridgeton Elementary School's change effort, beginning with the ONI and and proceeding through the entire FLS process to the adoption and adaption of a successful solution.

Other modules are:

Module 3: A Study of the School as a Social System. Participants begin a study of their own school, using the data from the TSC and data shared verbally among participants, including their perceptions of conflicts between goals and functions, between subsystems, their perceptions of who talks to whom, who influences whom, and so on.

Module 4: Communications Skills. Participants practice the helping skills of paraphrasing, active listening with observation and feedback on their communication process, as they continue discussing their own school as a social system.

Module 5: Feelings as a Source of Data. Participants practice the skill of describing their feelings in relation to the school, and of checking their perceptions of one another's feelings.

Module 6: Principal's Training for Project Leadership. The principal, whose participation in the training is required, is prepared for conducting consensus building sessions and briefed in management theories concerning shared decision making. Principals practice techniques which require little training or expenditure of time for obtaining relevant input from everyone involved and for achieving decisions which everyone can live with. This session is conducted during the first day to enable the principal to conduct the first session on the second day (Module 7).

Module 7: Management Theory and Goal Consensus. The principal leads his team in a session which includes McGregor's management theories which contrasts two opposing philosophies of human nature and discussion and practice of consensus decision making.

Module 8: Skills for Facilitating and Linking. A role-play of a facilitator team after it has received training to implement an innovation. The experience culminates in the listing of the issues and conflict points in school problem solving, and the skills needed by each participant.

Module 9: Individual Strengths in Groups. This session examines the leadership style of each individual member of the team through the LIFO instrument developed by Stewart Atkins. Personality styles which are profiled include the Styles of Controlling-Taking, Supporting-Giving, Conserving-Holding and Adapting-Dealing. The team plans strategies for assisting its members develop the styles which will improve the team's strength.

Module 10: Giving and Receiving Feedback is adapted from the RUPS materials. Participants first study guidelines for giving and receiving feedback and then practice the method in groups of three. The guidelines have implications for both interpersonal feedback and for the correction of instruction in the classroom.

Module 12: Decisions Based on Data. This module examines the differences between needs and wants and provides guidelines for identifying data which are relevant and pertinent to a given problem. Participants listen to an audio-tape of a simulated team meeting and analyze the data which are used to describe a reading problem.

Module 13: Identifying the Problem is a module for understanding the RUPS guidelines for writing a problem statement. Participants practice using the guidelines, and check their results with a simulation entitled "The Dobbleganger Problem."

Module 14: The Force Field Analysis module explains the RUPS technique for identifying the forces which are pushing toward or away from the goal, and for rating the forces for importance and clarity. Participants practice the technique on the Dobbleganger simulation.

Module 15: The Research Utilizing Problem Solving module presents the RUPS model which moves through problem identification, analysis, the search for alternatives, feasibility testing, the adoption and diffusion of good alternatives by using data which is gathered both from science and from the specific educational setting, and by contributing new data to both the scientific community and to the specific educational setting.

Modules 16 through 19 simulate the linkage process. In Module 16, the team begins to develop an action plan for dealing with the school's problems. Each team member is assigned specific responsibilities and identifies the skills or information needed to carry out these tasks. During the next two sessions (17 and 18), team members separate to participate in a variety of mini-sessions designed to aid them in carrying out their assigned duties. These sessions have included proposal writing, leadership skills, communications training, a resource room, non-threatening evaluation strategies, how change occurs, and so on. In Module 19, the team reconvenes to share their learning experiences and relate them to the next steps in the action plan.*

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*Participant evaluations of these sessions indicate this process is highly effective for helping participants understand what linkage is and how it works.

Module 20: Developing a Linkage Network presents a management system for coordinating the communications network. It is conducted by the Teacher Center Linker who, in doing so, assumes the leadership for managing the school's linking functions outside the school.

Module 21: Contingency Planning asks teams to review their plans with Murphy's Law in mind: "everything that can go wrong, will go wrong." After identifying the most likely obstacles for their plans and brainstorming alternatives, participants summarize the plan.

Module 22: Group Reports. A representative of each team "witnesses" to the total group the summary of the team's action plan. These are recorded, transcribed and sent to all the schools at the close of the training. (End of Workshop)

Module 11: Prioritizing Goals is a module to be used at "the teachable moment," when a team has identified a number of school goals and needs techniques for placing them in a scale of priority, after they have returned to the school.

Module 23: Selecting a Solution is a simulation in which the team studies a school's problem and the product (solution) samples which the search unit has suggested. A product description checklist aids the team in comparing the practices of the suggested solutions with one another and compares them to the present practices in the classroom.

Module 24: Planning for Implementation and Evaluation of the Solution provides guidelines for developing a work plan which includes time/task/personnel/facilities/services/communications/costs.

Module 25: Influencing the Faculty to Try Out a Solution is a problem solving module which reviews several of the problem solving processes as the team develops strategies for diffusing the chosen solution inside the school. The module also contains some of the ideas about influence which are central to the rationale for the design of these materials.

Assessing Instructional Needs

None of the modules deals with the analysis of instructional design problems per se. The designers reasoned that the discovery of deficiencies in instructional design will be more efficiently discovered through:

(1) generic problem solving skills, and

(2) consultation with instructional design experts.

The training modules provide the skills, and the team composition provides the experts.

Schedules and Arrangements

When the training is concentrated and intensive, it impacts participants to produce more than superficial changes. A five-day workshop in which the Orientation Session is conducted on the evening before the workshop is to begin, and held in a retreat site is the most preferred course, but the modules can be used in workshops of various length. The following pages illustrate how a five-day workshop may be scheduled, and how an initial two-day workshop might be arranged.

SCHEDULE 1

	THURSDAY	FRIDAY	SATURDAY
3:00 p.m.	(1) Orientation		
4:30 p.m.			
8:00		(2) Problem Solving Simulation	(7) Management Theory and Consensus
		(3) School As A Social System	(8) Skills for Facilitating and Linking
12:00		LUNCH	LUNCH
1:00		(4) Communications Skills	(9) Individual Strengths in Groups
		(5) Feelings and Perceptions	(10) Concepts & Skills of Feedback
5:00			Faculty* Meeting
8:00		(6) Principal's Role	
9:30			

*A short faculty meeting for the purpose of selecting facilitators and announcing next steps.

SCHEDULE 2

If time does not permit the use of all ten modules, the tenth module can be postponed.

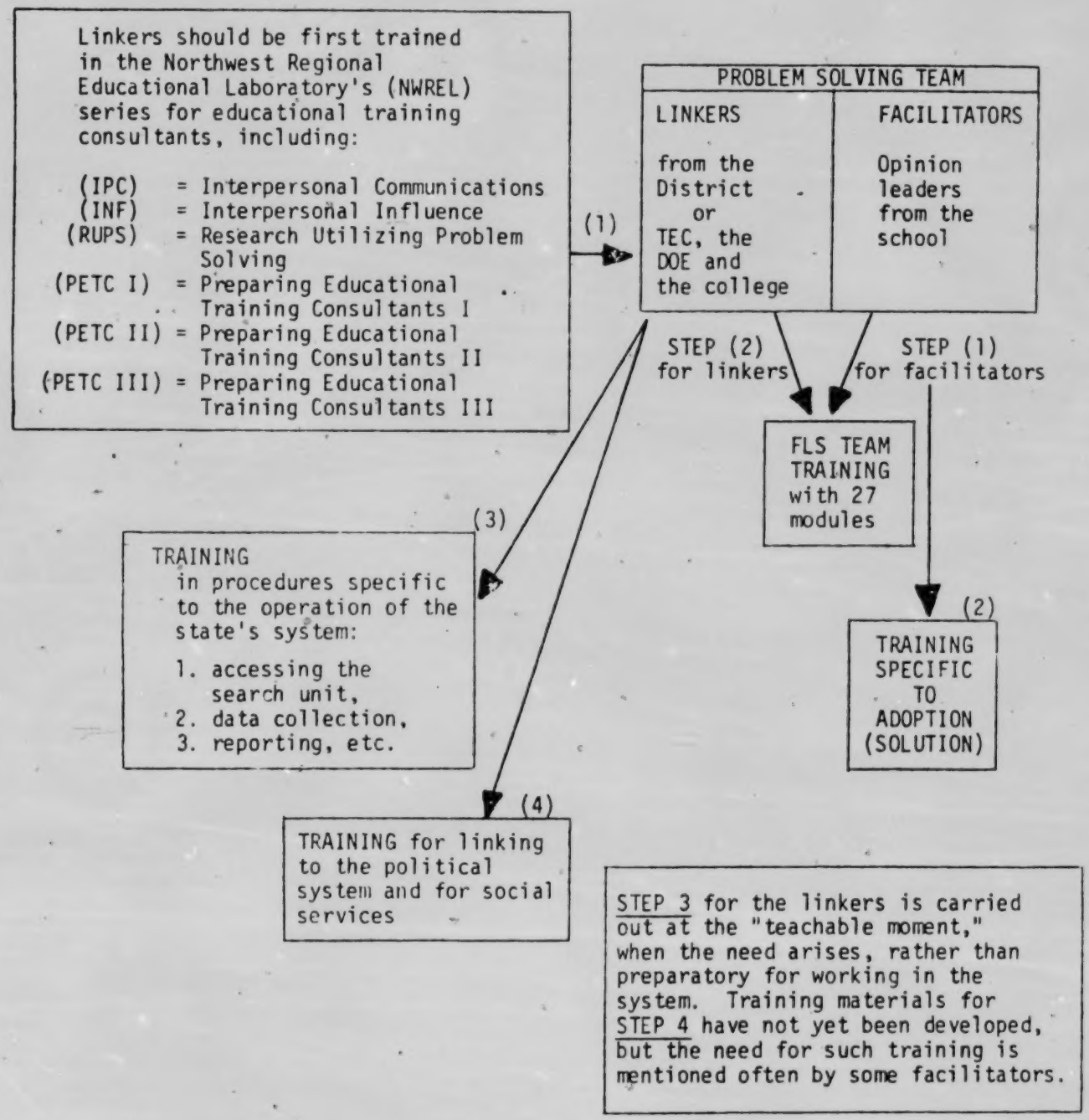
The first nine modules are critical to the orientation of the participants to the FLS system and training, and contain interdependent activities and concepts.

FIVE DAY SCHEDULE

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30	(2) Problem Solving (Case Study) - Simulation	(7) Management Theory and Goal Consensus	(12) Decisions Based on Data	(16) Developing an Action Plan and Defining Roles	(20) Organizing a Linkage Sub-System
9:00					
10:00	BREAK	BREAK	BREAK	BREAK	
	(3) School As A Social System	(8) Skills for Facilitating and Linking	(13) Writing a Problem Statement	(17) Mini-Session #1	BREAK
11:00					(21) Contingency Planning and Trouble Shooting
12:00	LUNCH	LUNCH	LUNCH	LUNCH	(22) Reporting & Assessing Processes & Results
1:00					Final Word
	(4) Communication Skills	(9) Individual Strengths in Groups (LIFO)	(14) Force Field Analysis	(17) Mini-Session #2	
2:00					
	BREAK	BREAK	BREAK	BREAK	
3:00					
Check-in and Registration	(5) Feelings and Perceptions	(10) Concepts and Skills of Feedback	(15) RUPS Model	(18) Simulating Linking to Revise Plans	
4:30					
			Linking with the TEC for Feedback	(19) Linker Training for Organizing a Linkage Sub-System	
5:00	SOCIAL HOUR				
6:00					
(1) Orientation - System for building level problem solving					
8:00	(6) Principal's Role			TALENT NIGHT (Optional)	
9:00					

The training program recommended for the linkers and facilitators is as follows:

MODEL FOR LINKAGE TRAINING


Linkers should be first trained in the Northwest Regional Educational Laboratory's (NWREL) series for educational training consultants, including:
(IPC) = Interpersonal Communications
(INF) = Interpersonal Influence
(RUPS) = Research Utilizing Problem Solving
(PETC I) = Preparing Educational Training Consultants I
(PETC II) = Preparing Educational Training Consultants II
(PETC III) = Preparing Educational Training Consultants III
(1)
PROBLEM SOLVING TEAM
LINKERS
from the District or TEC, the DOE and the college
FACILITATORS
Opinion leaders from the school
STEP (2) for linkers
STEP (1) for facilitators
FLS TEAM TRAINING with 27 modules
(3)
TRAINING in procedures specific to the operation of the state's system:
1. accessing the search unit,
2. data collection,
3. reporting, etc.
(2)
TRAINING SPECIFIC TO ADOPTION (SOLUTION)
(4)
TRAINING for linking to the political system and for social services
STEP 3 for the linkers is carried out at the "teachable moment," when the need arises, rather than preparatory for working in the system. Training materials for STEP 4 have not yet been developed, but the need for such training is mentioned often by some facilitators.

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STOCKTON'S HUMAN RELATIONS PLAN

HUMAN RELATIONS

The process of planning inservice education can be facilitated if those involved feel free to openly share ideas and feelings with each other. The following human relations workshop is designed to open the communications system among staff members. It may be altered or adapted as necessary.

Objectives

1. To allow participants to become better acquainted with each other in areas not necessarily related to school.
2. To bring people together in a manner which breaks down barriers.
3. To demonstrate how listening affects the communications process.
4. To examine the application of communication in a planning process.
5. To conceptualize the superior functioning of two-way communication as compared to one-way communication.
6. To evaluate oneself in terms of task orientation and people orientation.
7. To examine individual educational values as they relate to group values.
8. To participate in a simulation which will enable participants to gain knowledge and insight about group process.
9. To examine positive feelings as a giver and a receiver.

Activities

I. Who Am I?
II. Lifeline
III. Knots
IV. Listening
V. Lecture: Communication - What Works
VI. One-Way/Two-Way Communication
VII. Task Orientation/People Orientation
VIII. Value Auction
IX. Group Process
X. Strength Bombardment

ACTIVITY I: WHO AM I?

Rationale: Educational personnel often relate to each other in a narrow manner. Activities which broaden understanding will make it possible for improved communication as the staff prepares an inservice plan.

Objective: To allow participants to become better acquainted with each other in areas not necessarily related to school.

Materials: 3 x 8 cards, pens, pins for each participant

Time Required: 20 - 30 minutes

Process:

1. Pass out materials.
2. Ask each person to write the following information on the card:
   a. two things you do well
   b. two words describing how you feel now
   c. three ing words describing things you like to do
   d. two words which describe what you like best in people

SAMPLE

a. write relate to people	c. dancing working singing
b. happy curious	d. friendliness responsibility

3. The facilitator asks participants to move around the room and share information without speaking. Move around the room stopping for about one minute with each person. The facilitator will signal when to move to another person. Meet with 5-8 people.
4. After the non-verbal phase, the facilitator feels participants to return to several persons they thought would be interesting, based on the information on the cards. They may speak to each other. Encourage them to ask questions.
5. At the end of the session, the facilitator may ask participants a question such as: "What did you discover about each other?"

ACTIVITY II: LIFELINE

Rationale: Educational personnel often relate to each other in a narrow manner. Activities which broaden understanding will make it possible for improved communication as the staff prepares an inservice plan.

Objective: To enable participants to become acquainted in a non-threatening way.

Materials: Sheets of unlined paper, pens

Time Required: 20 - 30 minutes

Process:

1. Pass out materials.
2. The facilitator asks each person to chart her/his life events. Show highs and lows.
3. Models concept for group.
4. After five minutes, facilitator asks participants to share lifeline in triads.
5. Bring group together; share several lifelines.
6. Discuss briefly: how does group feel about process?

ACTIVITY III: KNOTS

Rationale: Educators talk a great deal. They usually concentrate on communicating with words. There are other ways of communicating which involve touching.

Objective: To bring people together in a manner which breaks down barriers.

Materials: None required.

Time Required: 15 - 30 minutes

Process:

1. The facilitator instructs participants (up to 12) to stand in a circle, shoulder-to-shoulder and place their hands in the center. Each person is to grab a couple of hands, making sure they belong to two different people and are not hands of the person next to them.
2. The participants attempt to untangle themselves without breaking hand holds.
3. After completing the activity, participants may wish to share feelings.

Adapted from: The New Games Book (edited by Andrew Fluegelman), Doubleday & Co., Inc., Garden City, New York.

ACTIVITY IV: LISTENING

Rationale: Communication often focuses on speaking skills and neglects the essential function of listening. In order to communicate, we need to hear the real messages of others, we need to be able to listen.

Objective: To demonstrate how listening effects the communication process.

Materials: List of topics on chalkboard
Discussion questions

Time Required: 45 minutes

Process:

1. Form triads with one person as referee and others as participants in a discussion of one of the topics listed on chalkboard. One will be speaker and one will be the listener.

2. The facilitator gives the following instructions:

   a. The discussion is to be open except that before each participant speaks, he/she must summarize in own words and without notes what has been said by first speaker.
   b. If the summary is inaccurate, the speaker or the referee is free to interrupt and clarify any misunderstanding.
   c. The first speaker may choose a topic from the list and begin speaking. The listener responds. The discussion continues for about eight minutes.
   d. Roles are exchanged and a second discussion topic is picked. Discussion continues for eight minutes.
   e. Roles are exchanged and a third discussion topic is picked. Discussion continues for another eight minutes.

3. The facilitator stops the discussions and distributes Questions for Discussion sheets and conducts a discussion based upon these questions.

Adapted from: Pfeiffer, J. William and John E. Jones, Structural Experiences for Human Relations, University Associated Press, Iowa City, Iowa

CONDUCTING GROUP DISCUSSIONS

Discussions can be lively and productive or they can be boring or chaotic. Discussions are an effective method for sharing ideas and feelings, developing group solutions to problems, and influencing people's behavior. There are no precise procedures which guarantee success but an understanding of group dynamics plus some skillful application of group techniques can be very helpful.

Some of these suggestions might be helpful:

1. Involve the group - allow them to make some choices and try out possible solutions.
2. Begin with easy topics - start with topics that can focus on positive feelings. Avoid topics that you feel uncomfortable with until you feel more sure of yourself.
3. Consider the physical setting - try to arrange in circle, half-circle or rectangle in order to allow eye contact among participants. Also, pay attention to heat, noise, lighting, etc.
4. Have buzz groups - break a large group into smaller groups of a few people in order to allow more interaction among participants. Share conclusions of buzz group with total group after a few minutes.
5. Avoid unnecessary influence upon group - leader should avoid evaluating, showing disapproval or approval of an idea. Help by restating or rephrasing participants' statements.

DISCUSSION TOPICS

Choose one topic:

1. Is the property tax a fair basis for funding schools?
2. Should the Supreme Court limit affirmative action programs?
3. What should minimum standards for high school graduation include?
4. How should Title IX be implemented in the schools?
5. Should the Equal Rights Amendment be passed?
6. Should multicultural education be included in all school programs?
7. Should teachers strike?

QUESTIONS FOR DISCUSSION

1. Did you find that you had difficulty in listening to others during the exercise? Why?
2. Did you find that you had difficulty in formulating your thoughts and listening at the same time?
    a. Forgetting what you were going to say.
    b. Not listening to others.
    c. Rehearsing your response.
3. When others paraphrased your remarks, did they do it in a shorter, more concise way?
4. Did you find that you were not getting across what you wanted to say?
5. Was the manner of presentation by others affecting your listening ability?

ACTIVITY V: COMMUNICATION - WHAT WORKS

Rationale: When individuals plan together, they need to understand how to communicate effectively. Some simple suggestions or ground rules can be helpful during the planning process.

Objective: To examine application of communication in a planning process.

Materials: None required

Time Required: 30 - 45 minutes

Process:

1. The facilitator will deliver a lecture outlining the elements of good communication including non-verbal aspects of communication.
2. Facilitator will lead discussion.

ACTIVITY VI: ONE-WAY AND TWO-WAY COMMUNICATION

Rationale: Educators frequently forget that messages they send are not always received or are not received correctly. This activity will help participants appreciate two-way communication.

Materials: Pens, unlined sheets of paper (2 for each participant), writing surface

Objectives:
1. To conceptualize the superior functioning of two-way communication as compared to one-way communication.
2. To examine the application of communication in a school setting.

Time Required: One hour or more

Process:
1. The facilitator may open this session with a discussion about communication in terms of content, interference, direction.
2. The facilitator tells the group that they will take part in the following activity which concerns direction in communcation.
   a. Preliminaries - A demonstrator and several observers are selected.

      Participants are given two sheets of paper and a pencil.

   b. Directions - The group is told that the demonstrator will give directions to draw a series of squares. The participants are to draw the squares exactly as they are told by the demonstrator. Participants may not ask questions or talk during the demonstration. The demonstrator and observers will be given the following directions:

      (1) The demonstrator studies the diagram of squares for several minutes.

      (2) The observers are instructed to take notes on the behavior and reactions of the demonstrator and the participants.

      (3) The facilitator is told to turn his/her back to participants and to give instructions as accurately and as quickly as possible.

Adapted from: Pfeiffer, J. William and John E. Jones, Structural Experiences for Human Relations Training, University Associated Press, Iowa City, Iowa

(4) Each participant is asked to estimate the number of squares she/he has drawn correctly.

(5) The facilitator times the drawing activities.

(6) Repeat the experience with the following modifications:

--the demonstrator will face the group and will respond to questions from the group as they complete their second set of squares.

(7) The participants check their two drawings for accuracy.

(8) The facilitator charts information on the following chart:

FIRST TRY

Number Correct	Guess	Actual

SECOND TRY

Number Correct	Guess	Actual

Medium	I	II
Time Elapsed		
Guess Accuracy		
Actual Accuracy		

(9) The facilitator leads a discussion with participants of the results in terms of time, accuracy and feelings.

(10) The observers share their findings.

(11) The facilitator leads a final discussion related to communication at the school site.

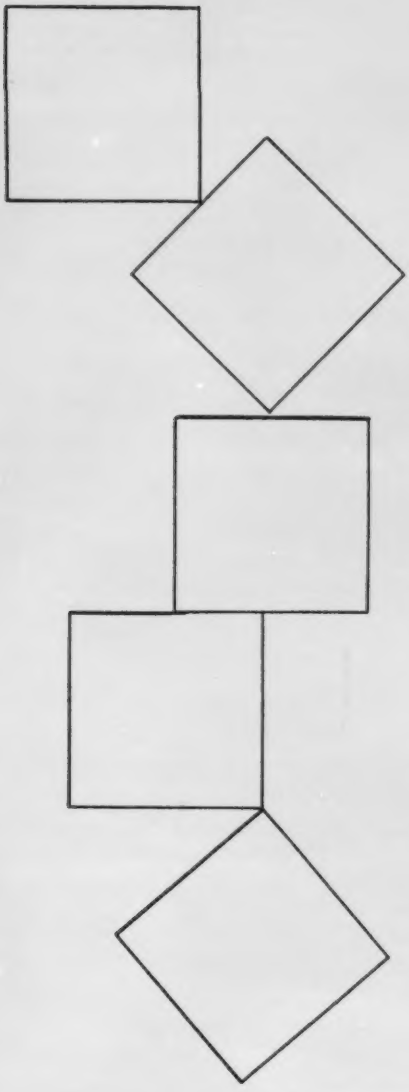


CHART I. ONE-WAY COMMUNICATION

INSTRUCTIONS: Study the figures above. With your back to the group, you are to instruct the participants how to draw them. Begin with the top square and describe each in succession, taking particular note of the relationship of each to the preceding one. No questions are allowed.

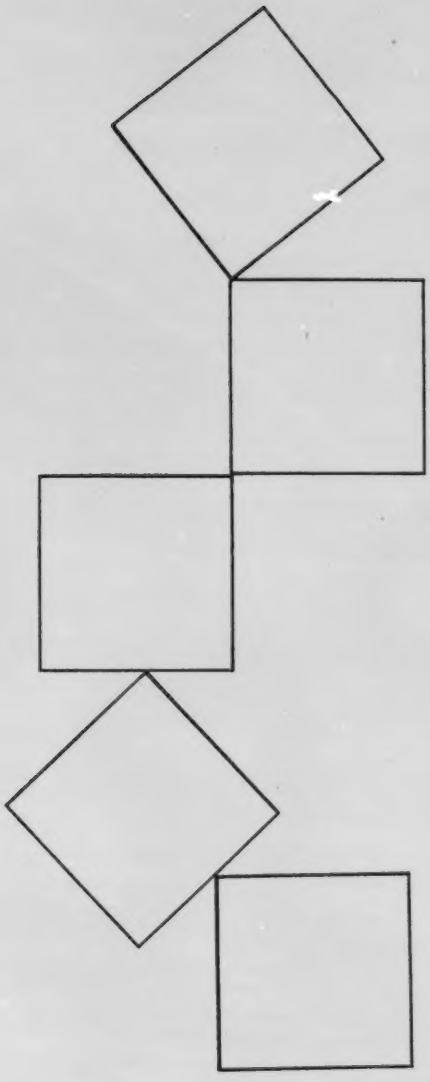


CHART II. TWO-WAY COMMUNICATION

INSTRUCTIONS: Study the figures above. Facing the group, you are to instruct the participants how to draw them. Begin with the top square and describe each in succession, taking particular note of the relation of each to the preceding one. Answer all questions from participants and repeat if necessary.

ACTIVITY VII: TASK ORIENTATION AND PEOPLE ORIENTATION

Rationale: People differ in their orientations. Some of us focus on task completion and find it difficult coping with anything or anyone who slows down the process. Others are people-oriented and are concerned with feelings and attitudes. Members of a group are better able to succeed if they know who is task-oriented and who is people-oriented.

Objective: To evaluate oneself in terms of task orientation and people orientation.

Time Required: 45 minutes - 1 hour

Materials: Questionnaire for each participant, pencils

Process:

1. The facilitator asks the participants to complete the T-P Leadership Questionnaire.
2. Before scoring the questionnaire, the facilitator presents a brief lecture on shared leadership as a function of the combined concern for task and people.
3. The facilitator tells participants to score their own questionnaires on the dimensions of task orientation (T) and people orientation (P). They will then be able to locate themselves on the Leadership Style Profile Sheet.
4. The facilitator tells the participants to score themselves as follows:
   a. Circle the item number for items 8, 12, 17, 18, 19, 30, 34, 35.
   b. Write a "1" in front of the circled items to which you responded S (seldom) or N (never).
   c. Write a "1" in front of items not circled to which you responded A (always) or F (frequently).
   d. Circle the "1's" which you have written in front of the following items: 3, 5, 8, 10, 15, 18, 19, 22, 24, 26, 28, 30, 32, 34 and 35.

e. Count the circled "1's". This is your score for concern for people. Record the score in the blank following the letter "P" at the end of the questionnaire.

f. Count the uncircled "1's". This is your score for concern for task. Record this number in the blank following the letter "T".

5. The facilitator distributes Leadership Style Profile Sheets and instructs participants to follow the directions on the sheet.

6. The facilitator leads a discussion of the implications that participants attach to their location on the profile and how the information can facilitate group planning.

Adapted from: Pfeiffer, J. William and John Jones, Structural Experiences for Human Relations Training, University Associated Press, Iowa City, Iowa.

T-P LEADERSHIP QUESTIONNAIRE

Name _____ Group _____

The following items describe aspects of leadership behavior. Respond to each item according to the way you would be most likely to act if you were the leader of a work group. Circle whether you would be likely to behave in the described way: always (A), frequently (F), occasionally (O), seldom (S), or never (N).

If I were the leader of a work group...

A F O S N ____ 1. I would most likely act as the spokesman of the group.

A F O S N ____ 2. I would encourage overtime work.

A F O S N ____ 3. I would allow members complete freedom in their work.

A F O S N ____ 4. I would encourage the use of uniform procedures.

A F O S N ____ 5. I would permit the members to use their own judgment in solving problems.

A F O S N ____ 6. I would stress being ahead of competing groups.

A F O S N ____ 7. I would speak as a representative of the group.

A F O S N ____ 8. I would needle members for greater effort.

A F O S N ____ 9. I would try out my ideas in the group.

A F O S N ____ 10. I would let the members do their work the way they think best.

A F O S N ____ 11. I would be working hard for a promotion.

A F O S N ____ 12. I would be able to tolerate postponement and uncertainty.

A F O S N ____ 13. I would speak for the group when visitors were present.

A F O S N ____ 14. I would keep the work moving at a rapid pace.

A F O S N ____ 15. I would turn the members loose on a job and let them go to it.

A F O S N ____ 16. I would settle conflicts when they occur in the group.

A F O S N ____ 17. I would get swamped by details.

A F O S N ____ 18. I would represent the group at outside meetings.

A F O S N ____ 19. I would be reluctant to allow the members any freedom of action.

A F O S N ____ 20. I would decide what shall be done and how it shall be done.

A F O S N ____ 21. I would push for increased production.

A F O S N ____ 22. I would let some members have authority which I could keep.

A F O S N ____ 23. Things would usually turn out as I predict.

A F O S N ____ 24. I would allow the group a high degree of initiative.

A F O S N ____ 25. I would assign group members to particular tasks.

A F O S N ____ 26. I would be willing to make changes.

A F O S N ____ 27. I would ask the members to work harder.

A F O S N ____ 28. I would trust the group members to exercise good judgment.

A F O S N ____ 29. I would schedule the work to be done.

A F O S N ____ 30. I would refuse to explain my actions.

A F O S N ____ 31. I would persuade others that my ideas are to their advantage.

A F O S N ____ 32. I would permit the group to set its own pace.

A F O S N ____ 33. I would urge the group to beat its previous record.

A F O S N ____ 34. I would act without consulting the group.

A F O S N ____ 35. I would ask that group members follow standard rules and regulations.

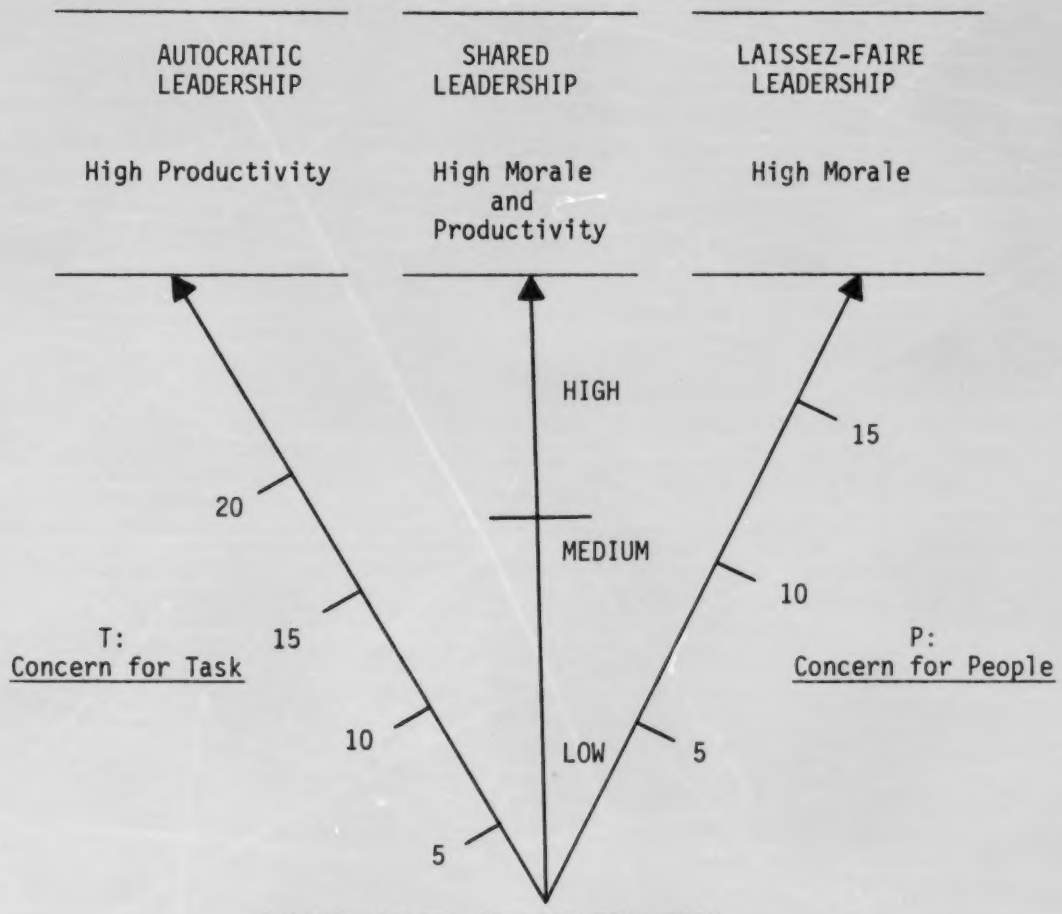
T_____ F_____

LEADERSHIP STYLE PROFILE SHEET

Name _____ Group _____

INDICATING A LEADERSHIP STYLE:

Directions: In order to indicate your style of leadership, find your score on the concern for task dimension (T) on the left-hand arrow. Next, move to the right-hand arrow and find your score on the concern for people dimension (P). Draw a straight line that intersects the P and T score; the point at which that line crosses the team leadership arrow indicates your score on that dimension.



SHARED LEADERSHIP RESULTING FROM
BALANCING CONCERN FOR TASK AND CONCERN FOR PEOPLE

ACTIVITY VIII: VALUE AUCTION

Rationale: Educational personnel often differ in their perceptions of what is important in education. This activity will enable participants to focus on their educational values and recognize the similar and different attitudes held by others.

Objective: To examine individual educational values as they relate to group values.

Materials: Auction forms for each participant, pens

Time Required: One hour

Process:

1. The facilitator introduces the activity with a brief statement about educational values.
2. Each participant completes the auction form.
3. The facilitator places a chart on the chalkboard which duplicates auction form participants are completing.
4. After participants complete forms, they bid on items - facilitator completes form on chalkboard.
5. Facilitator leads discussion of activity.

TEACHER VALUE AUCTION

In a few moments you will have the opportunity to bid on the items listed below at an auction. You have $4,000.00 to spend. Go through the list now and decide which items you want the most and the tentative bid ceiling you wish to place on each.

Items to be auctioned:	Tentative Bid Ceiling	My Highest Bid	Winning Bid Who	Winning Bid How Much
1. A constant class size of 20 or less.				
2. Personal possession of super skills of motivating students.				
3. The love and admiration of all your students.				
4. A full-time classroom adult aide--just for you.				
5. A chance to sneak "humility serum" into the water supply of all your students.				
6. Ability to effectively teach all children at their own level.				
7. All the classroom materials and equipment you would ever need.				
8. Classes of only high achievers for all your teaching careers.				
9. Great abilities in helping children to think and operate on their own.				
10. Enough extra planning time to always have everything done by 3pm every day.				
11. A chance to be superintendent for one month.				

Items to be auctioned:	Tentative Bid Ceiling	My Highest Bid	Winning Bid Who	Winning Bid How Much
12. All the learning centers you request ready-made for a period of 5 years.				
13. To have an expert's knowledge in the content area that you teach.				
14. A 25% raise in salary each year for the next 5 years.				
15. One month of free consulting time from the greatest teacher past or present (your choice of teacher).				
16. The respect of all your students.				
17. Ability to help large numbers of students improve their self-concept.				
18. Able to be always left alone to do your own thing in your own classroom.				
19. Able to retire at full pay in June.				
20. To be voted outstanding teacher of the year and be praised in every newspaper in the nation.				
21. Permanently free from all outside duties and faculty meetings.				
22. Never to have to worry about administrative details.				
23. A year of daily lesson plans supplied to you free of charge.				

Items to be auctioned:	Tentative Bid Ceiling	My Highest Bid	Winning Bid	
			Who	How Much
24. Ability to teach so that students will be able to remember for a lifetime what was learned.				
25. Ability to help students gain understanding and appreciation for all cultures and to work well with each other.				
26. Ability to manage the classroom so that all students follow your directions.				

ACTIVITY IX: GROUP PROCESS

Rationale: The more individuals understand group process, the more likely they are to initiate and maintain a successful group. A successful group attains its goals while maintaining positive interpersonal feelings.

Objective: To participate in a simulation which will enable participants to gain knowledge and insight about group process.

Materials: Two sets of handouts, stages of group development, and group roles. Role cards for simulation.

Time Required: 1-1/2 - 2 hours

Process:

1. The facilitator leads a discussion on Handout One: Stages in Group Development.

2. The facilitator leads a discussion on Handout Two: Role Analysis Descriptions, focusing on three major roles: task, maintenance and antigroup roles.

3. Facilitator divides group into two sections. One group is given role cards and instructed to assume role as described on card during a simulation. Individuals in the second group are assigned the task of shadowing a person in the simulation group. Those shadowing will focus on non-verbal as well as verbal actions of individual.

4. The first group will be asked to:

   a. identify the five most important traits of a good teacher and rank these traits
   b. other task identified by facilitator

5. After the simulation is completed:

   a. shadows report
   b. performers report feelings
   c. facilitator focuses on value of learning more about how each person perceives role(s) in a group
   d. discuss how individuals switch roles, fill more than one role

Role Analysis Descriptions

GROUP PROCESS: Handout One

There are five stages in group development:

1. Self-centered stage: members hesitate to state position and are sizing up everyone else.

2. Frustration and conflict state: authority not yet eatablished in group, participants often struggle for leadership.

3. Consolidation and harmony stage: members develop skills in playing different roles or else get into the polite stage and tolerate each other; task done by individual instead of by group.

4. Individual and self-assessment stage: mature group willing to look at each other. This can only occur if a group can proceed with tasks without sensing threat from others.

5. Group mediation to task orientation stage: ideas are dismissed or else ranked and then tossed out. Group does not steer away from future plans. The group makes a plan and follows through on implementation. The group consolidates for action.

Role Analysis Descriptions

GROUP PROCESS: Handout Two

I. Task Roles - Behavior exhibited persons fulfilling these roles directed toward the facilitation and the coordination of group problem-solving activities. The behavior called for here focuses on "getting the job done."

A. Goal Setter - Defines purposes and goals for the group. Offers new ideas on changed ways of regarding group problems or goals. May suggest new procedures or organization.

B. Seeker (Data-Opinion) - Seeks clarification of input in terms of factual adequacy, authoritative information and values that are pertinent to the group.

C. Giver (Data-Opinion) - Offers facts or generalizations which are authoritative and pertinent to group focuses. Also states belief or opinion with emphasis on potential group values. Consensus of values is often sought.

D. Reasoner - Clarifier - Offers rationale on how previously made suggestions might work out. Clarifies relationships among ideas and suggestions, pulls suggestions together and tries to make the task understandable.

E. Evaluator - Subjects group input to tests of logic and practicability. Evaluates facts and procedures, always centering on an objective judgment.

F. Technician - May serve as recorder or perform routine tasks such as distributing materials, manipulating objects (chairs, tables) or in other ways focus on the "technicalities: of group mobility."

II. Maintenance Roles - Behavior exhibited by persons fulfilling these roles is directed toward the psychological environment necessary for group functioning. Behavior focuses on interpersonal relations and is directed toward keeping the group working together rather than as individuals.

A. Encourager - Praises, agrees with and accepts the ideas of other group members. Displays solidarity toward the group as a unit and builds status of group members.

B. Mediator/Compromiser - Harmonizes, mediates group scraps, often appearing to be a referee. Aids group members in yiedling status and often is committed to the notion of coming halfway.

C. Tension Reliever - Relieves group tension by offering timely input. Often "spreads oil on the troubled water." Input not always directed toward problem-solving, but rather toward lowering tension so group can regain mobility.

D. Follower - Goes along with group in somewhat passive manner. Often described as being a good audience. Constructive worker, but in a following rather than initiating role.

E. Observer/Commentator - Keeps records of group proceeds, contributing these data with some type of interpretation when timely. Offers the data necessary for a group to evaluate its procedures.

F. Gatekeeper/Expediter - Encourages and expedites contributions of others. Sometimes produces input offering more reticent members the opportunity to participate. "Let's hear from . . . How about keeping our contributions short so we can hear everybody . . ., etc."

III. Antigroup Roles - Behavior exhibited by persons fulfilling these roles is directed toward the satisfaction or felt personal needs at the expense of group health and achievement. The behavior in some way inhibits or slows down group success.

A. Obstructor - Negativistic and resistant to group suggestions or ideas. Often tries to reopen closed topics of focus on topics that the group intentionally rejected or bypassed.

B. Recognition Seeker- Attempts to call attention to self. May boast, refers to personal accomplishments and in other ways struggles to be most important member of the group.

C. Dominator - Tries to assert authority in attempting to manipulate group or group members. Frequently uses status, authoritative direction-giving and interruption to accomplish desires. Wants to be "boss."

D. Playboy/Playgirl - Not involved in groups' work. May appear to be cynical, nonchalant, or uninterested, but studiously avoids all serious activity. Can be distinguished from tension reliever by lack of need for the input.

E. Ideologist - Wants to focus on personalized special interest. Might say "I am for grass roots community," "housewives," "labor" or the "poor." Actually focusing on own needs rather than the problems. Usually espouses strong moral position.

F. Aggressor - Deflates status of group members. Disapproves of values, acts on feelings of others. Always on the attack, directed toward people rather than their ideas or contributions.

Role Cards

GROUP PROCESS

Goal Setter - Defines purposes and goals for the group. Offers new ideas on changed ways of regarding group problems or goals. May suggest new procedures or organization.

Giver (Data Opinion) - Offers facts or generalizations which are authoritative and pertinent to group focuses. Also states belief or opinion with emphasis on potential group values. Consensus of values is often sought.

Reasoner/Clarifier - Offers rationale on how previously made suggestions might work out. Clarifies relationships among ideas and suggestions, pulls suggestions together and tries to make the task understandable.

Encourager - Praises, agrees with and accepts the ideas of other group members. Displays solidarity toward the group as a unit and builds status of group members.

Follower - Goes along with group in somewhat passive manner. Often described as being a good audience. Constructive worker, but in a following rather than initiating role.

Gatekeeper/Expediter - Encourages and expedites contributions of others. Sometimes produces input offering more reticent members the opportunity to participate. "Let's hear from . . . How about keeping our contributions short so we can hear everybody . . . etc."

Obstructor - Negativistic and resistant to group suggestions or ideas. Often tried to reopen closed topics or focus on topics on topics that the group intentionally rejected or bypassed.

Playboy/Playgirl - Not involved in groups' work. May appear to be cynical, nonchalant, or uninterested, but studiously avoids all serious activity. Can be distinguished from tension reliever by lack of need for the input.

ACTIVITY X: STRENGTH BOMBARDMENT

Rationale: Most people fear that they are less capable and lovable than others. All of their lives, focus has been on their failures, mistakes and shortcomings. Yet people who have good feelings about themselves are more successful and happy. This activity focuses on good feelings.

Objectives: To examine positive feelings as a giver and a receiver.

Materials: None

Time Required: 30 - 45 minutes

Process:

1. Facilitator arranges chairs in a circle for participants.
2. Facilitator instructs participants to focus on positive feelings about themselves, no negatives.
3. Each person tells the group about one thing she likes about herself.
4. Participants share feelings about this activity.
5. Facilitator asks group to focus on one member selected by the facilitator and to think positive and honest things about this person.
6. Each person tells the selected person how he/she feels about her/him.
7. Non-verbal actions are to be positive.
8. After bombarding the selected participant, facilitator leads discussion to include feelings experienced by recipient of bombardment and those who gave person positive feedback.
9. Activity can be repeated with another individual.

IV. INSERVICE GUIDELINES

In the process of developing a comprehensive inservice plan it is recommended that the planning committee present to the professional staff a document which sets forth the guidelines for the proposed inservice program. These guidelines should make the staff aware of the numerous constraints and priorities that have been drawn to the attention of the committee. By reacting to the guidelines before the actual program design is undertaken, the staff has the opportunity to resolve some critical issues.

The professional staff is asked to approve the guidelines before they are submitted to the Consortium or Policy Board or who ever has the responsibility of allocating resources. It is suggested that this intermediate level of approval of the basic principles under which the program will be developed will help to establish the ownership role of the professional staff.

The Arlington guidelines are offered as an example of what a set of guidelines might look like.

INSERVICE GUIDELINES

ARLINGTON SCHOOL DISTRICT & WESTERN WASHINGTON UNIVERSITY TEACHER CORPS

1. Definition of Inservice Education

Inservice education is the process by which the teachers of the Arlington School District develop goals based on student needs, and then through the cooperation of the school administration and Western Washington University or any other educational agency develop programs to meet the needs through appropriate staff development.

2. Governance for the Inservice Program

The inservice education program will be under the auspices of the "Northwest Professional Development Consortium".

The inservice program will be coordinated by a Teacher Corps staff person assigned to the district half time and funded by the federal grant. The inservice coordinator will organize a single task force for each of the three schools in the Arlington School District. Each task force will have six members selected by the constituencies they represent. The six members will be three teachers, one school administrator, one parent and one college faculty member. The inservice coordinator will serve on all three task forces as its executive secretary.

The task forces may organize subgroups for their own purposes. These subgroups may include personnel not on the original task force. The subgroups will be responsible to the task force, and will have no authority beyond that delegated by the task force.

All recommendations coming from the task forces will be reviewed,

prioritized by the Consortium Policy Board and then sent to the faculty and staff of the appropriate school for review, revisions and approval. Once approved by the professional staff, the recommendations will be forwarded to the Consortium Policy Board who can either approve of the plan or request appropriate revisions. If the plans are not approved, then the Consortium Policy Board will be responsible to see to it that either the task force or the teachers receive the recommendations of the Board and produce an alternative proposal. In either case, the teachers would have to approve of all changes before final approval by the Consortium Policy Board.

3. Priorities

A. Arlington School District

1. To provide the children in the district the best possible educational opportunities.

2. To allocate the limited funds of the district to the most pressing needs.

3. To create an environment within the schools that maximizes the efforts of both teachers and students.

4. To provide the necessary materials and supplies for isntructional purposes.

B. Western Washington University

1. To establish a proper blend of theory and practice for the academic and professional preparation of teachers.

2. To cooperate in the establishment and the monitoring of the professional qualifications and standards for teachers as established by the State Department of Public Instruction.

3. To seek out methods and procedures for the improvement of curriculum and instruction that will benefit the children in the state.

4. To provide the local school districts with expertise in curriculum, methods, and the foundations of education.

5. To assist in the short and long term career development of the professional educators of the state.

C. Teacher Corps

1. To strengthen the educational opportunities available to children in areas having concentrations of low-income families.

2. To encourage colleges and universities to broaden their programs of teacher education.

3. To initiate federal, state and local collaboration for change in local institutions.

4. To have the community play a role equal with the school and the institution of higher education in governing projects.

5. To develop school-based teacher education programs.

6. To increase and strengthen multi-cultural education at all levels.

4. Goals for Task Forces

A. Arlington Elementary School

1. To further develop the Instructional Theory into Practice (ITIP) model presently being used in the school to include parent participation.

2. To develop a program for more cooperative planning between parents and teachers.

3. To improve the diagnostic and prescriptive abilities of the professional staff.

B. Arlington Middle School

1. To improve teachers' ability to promote better interpersonal development in adolescents.

2. To increase the capabilities of the teachers to develop basic skills in content area courses.

3. To improve the knowledge base and skills required to teach students about multi-cultural education in a mono-cultural school setting.

4. To develop a training program for parents that will assist them in dealing with their young adolescents.

C. Arlington High School

1. To develop teaching strategies that will meet the needs of high school students with non-academic preferences.

2. To develop teaching skills in the areas of basic education.

3. To increase the program options for all students at the high school.

5. Resources

A. Arlington School District

1. The school district will pay for one three-credit college course per year provided the course is a part of the local school district inservice program.

2. The school district will allow up to one-half day per month for teachers to work on the task force.

3. The school district will allow the use of school materials and support systems for work associated with the inservice program.

4. The school district will allow teachers the option of working on their inservice project on each of two of the three inservice days that have already been contracted for.

B. Western Washington University

1. Teachers involved in the inservice program will have access to all university facilities which include library, computer center, educational media laboratory, etc.

2. The college will allocate one half-time faculty to work on the inservice program in the school district.

3. The college will supply an instructor for any course planned provided tuition is paid by at least ten students.

4. University faculty members will be assigned to work on the inservice task forces.

C. Teacher Corps

1. Teacher Corps will pay for the services of a half-time inservice coordinator.

2. Teacher Corps will provide 20 days of consultant help either to the task forces or the instructional programs designed by the task forces.

3. Teacher Corps will pay for the additional transportation required for the delivery of the off-campus courses.

4. Teacher Corps will provide for documentation and evaluation of the inservice program.

5. Teacher Corps will provide for special training of staff members as might be required.

Reviewed by Consortium Board _____
Date

Approved by Professional Staff _____
Date

Approved by Consortium Board _____
Date

4. EXAMPLES OF PLANS BASED ON THIS MODEL

The authors chose two school inservice plans to illustrate what a comprehensive inservice plan looks like. The team who pilot-tested the model in Stockton adapted the basic process guide to produce their plan for a multi-lingual school. The Western Washington University Teacher Corps project at Arlington developed another variation which seems to apply to a small rural school site. The Arlington example is not the entire plan but a major section of the plan dealing with the "improvement of teachers" diagnosis/prescription skills. Perhaps readers will be able to adapt some of the specific local provisions in these two plans for their own use. At least, the authors hope that the two plans attest to the validity of the model.

INSERVICE PLAN

for the

MULTILINGUAL/MULTICULTURAL CENTER SCHOOL

1978-1979

Purpose

The purpose of the inservice plan is to design activities that will assist the staff in meeting their goals. The plan provides guidelines for staff members that participate in staff development training, indicates the kind of training that the staff members feel to be important for them as a whole group, sub-groups, and individuals.

Goals of the School

The unique goals of the Multilingual/Multicultural Center School are:

1. To offer a curriculum that meets the diverse needs of pupils with a different language and cultural orientations in order to permit them to:

   a. Develop primary oral language and reading skills for NES and LES (Non-English Speakers and Limited English Speakers), in order to continue cognitive development in the child's language as she/he learns a second language.

   b. Develop English communication skills of listening, speaking, reading and writing in the non-speaker of English, in order that she/he acquire the academic tools with which to pursue her/his educational needs and desires, while developing an incentive to remain in school to succeed, and to prepare for future undertaking.

   c. Develop second language communication skills in dominant English speakers.

2. To help the individual understand the effects of the interchange of diverse cultures and relate these effects to the problems of her/his own community and the community at large.

3. To develop in each student the ability to realize her/his potential as a bilingual individual, as a learner, and as a member in a multilingual/multicultural society.

4. To enrich and deepen mutual understanding for all individuals by building upon the rich multicultural foundation of our society.

5. To develop in each student respect and understanding for the diverse cultures of our society through the development of cross-cultural interaction and relating this knowledge to the problems of her/his community.

6. To develop as a portal school in which the most appropriate instructional strategies will be developed, field-tested, evaluated, and used as part of professional, on-site teacher training.

7. To provide opportunities for parents to develop respect and understanding for the diverse cultures of our society through the development of cross-cultural interaction and relating this knowledge to the problems of her/his community.

8. To provide opportunities for parent participation in the school in their primary language.

Definition of Inservice

Activities designed to meet the specific needs of pupils and to meet the needs of instructional staff in the primary roles as instructional leaders in the classroom.

How Can Inservice Education Be Delivered?

All types of inservice can be productive when there is relevant and clearly defined objectives and activities which meet these objectives.

Governance

Inservice planning is a collaborative process and should involve teachers, aides, parents, administrators and others as appropriate.

Resources

Upon presentation of your inservice plans, administrators will make the resources known to the staff.

What Must an Inservice Plan Include?

An inservice plan must be designed to fit the definition of inservice education. There must be evidence of collaborative planning. The plan should state the specific objectives and give a list of activities that would help meet the objectives. There should be a recommended method of delivery as well as the specific method of evaluation that will be used.

The plan should be carefully checked to see if it meets all of the requirements and regulations that pertain to their school.

What Is the Process for Getting an Inservice Plan Approved?

The approval process is as follows: The inservice plan (whether group or individual) should be submitted to the planning committee. The planning committee will study the plan, and make recommendations to the principal and director of the Multilingual/Multicultural Center. The principal and director will approve of the plan, and the staff, upon approval, will implement the plans as approved.

PROCEDURES FOR INSERVICE EDUCATION PLAN

In planning to submit a project to be included in the Inservice Plan, please take the following steps:

1. Read the goals of the Multilingual/Multicultural Center School. Does your project meet the goals of the school?

2. Read the definition of inservice education. Does your project fit this definition?

3. Study the recommendations. Does your project meet these standards?

4. Read the priorities, requirements and regulations. Does your project meet these constraints?

5. Prepare a written plan which includes:

   a. your rationale for the project
   b. objectives that you wish to meet
   c. activities in which you will be involved
   d. how your project will be evaluated
   e. a timeline for your inservice project
   f. how your inservice project will be delivered (course, workshop, etc.)
   g. resources to be used to carry out the project

6. Turn in the written plan to the Planning Committee.

7. The Planning Committee will review the plan to see if it can be approved.

8. The Planning Committee will make a written response to each submitted project in which it will approve the project or state reason(s) why the project is rejected, or how it should be modified.

9. If approved, the project may begin in September, 1978.

Priorities of Equal Rank

1. To provide integrated school experiences for all children.

2. To provide and strengthen multilingual/multicultural education at all levels of the school.

3. To develop language skills in English and in students' primary languages (oral/reading/writing/listening).

4. To help children develop acceptance and appreciation of their own and other cultures.

5. To develop second language skills for mono-lingual English speakers.

6. To provide techniques for improving classroom management skills.

7. Teachers should be instrumental in assessing their needs to improve their instructional techniques and develop a personalized staff development profile.

8. Strengthen the teachers' knowledge of the Multilingual/Multicultural Magnet School project so they can implement all requirements.

9. Develop peer-buddy system of teaching strengths to build better curriculum.

10. Expose staff to school district and community resources to enhance the school program.

11. Develop and evaluate appropriate instructional materials.

12. The program should assist teachers in improving their diagnostic skills.

13. Involve parents in the education of their children.

14. Provide substitute training.

15. Individualization of multilingual/multicultural curriculum.

Requirements

1. Teachers and instructional aides must be involved in the inservice program planning.

2. Parents must be involved in inservice program planning.

Regulations

1. The program will not violate the Master Contract negotiations with teachers.
2. Title VII regulations will be met.
3. Title IX regulations will be met.
4. State law requiring multicultural inservice (33) will be met.
5. No funds can be used to pay staff for doing their normal work.
6. Master Plan Regulations will be met (AB1329).
7. AB 65 regulations will be met.

Ranked Needs

In a needs assessment the Multilingual/Multicultural staff ranked the following needs:

1. Bilingual lesson delivery approaches.
2. Second language instruction - methodology, techniques, activities.
3. Methodologies for content instruction in English, Cantonese, Spanish, Tagalog - reading, math, science, language arts, social studies.
4. Oral language development in the primary language of LES/NES students.
5. Reading instruction in the primary language of LES/NES students.
6. Materials development workshop for 1) substitutes, 2) curriculum.
7. Techniques for improving management skills.
8. Improving diagnostic/prescriptive skills.
9. Individualizing instruction.
10. Cultural heritage of the LES/NES students.

I. Bilingual Language Approaches

OBJECTIVE I: Each participant shall develop and demonstrate knowledge and skills in bilingual lesson delivery approaches, including the advantages and disadvantages of each approach and how and when to use each.

1. dominant language method
2. concurrent method
3. preview/review method/approach
4. alternate day approach
5. total physical response
6. other

ACTIVITIES:

1. Classroom observations/demonstrations/visitations.
2. Presentations and/or demonstrations by consultants.
3. Videotaped demonstrations/lessons, etc.
4. Peer teaching (idea sharing/demonstrations/workshops, etc.)
5. Individual use of appropriate resource person(s) to set up classroom to reflect new approaches/ideas.
6. Reading professional articles.
7. Simulations/micro-teaching: prepare and present mini-lessons using different approaches/new ideas.

EVALUATION:

Short Term:

1. Questionnaire to evaluate training activity/session.
2. Peer teaching demonstration of various techniques for teacher evaluation.

Long Term:

1. Classroom use with monitoring.
2. Self-evaluation and assessment, including:

    a. micro-teaching
    b. questionnaire/checklist, student evaluation
    c. debriefing by consultants or other appropriate personnel.

TIME LINE: Objective I: all-day workshops, field-test/work all day workshop format - dates to be identified by Multilingual/Multicultural Center.

SUGGESTED PRESENTERS:

Within District: Multilingual/Multicultural faculty members, Susana Maiztegui, Estella Pinga, staff of Multilingual/Multicultural Center School, others to be identified at a later date.

Outside District: Mary Jew, Rosa Kestelman

II. Second Language Instruction

OBJECTIVE II:

1. To develop scope and sequence for each second language taught.
2. To provide materials for each language in order to follow up the scope and sequence.
3. To provide demonstration in techniques for teaching second language using faculty and outside consultants.
4. To develop skills continuum for each second language taught.

ACTIVITIES:

1. Survey of all the base materials that will be used for second-language teaching.
2. Correlate supplementary materials with the base materials.
3. Teachers should meet by component and decide on the order in which materials should be taught.
4. Identify materials that need to be purchased, review the materials that are available and supplement if needed.
5. Presentation of new method and second language techniques.
6. Our own faculty will share their methods and techniques by:
   a. video taped demonstrations
   b. actual demonstrations with students
   c. sharing lesson plans
   d. other

EVALUATION:

1. Each component will have a written scope and sequence.
2. Each component will have the necessary material for second-language instruction.
3. Each staff member will have participated in a demonstration of methods and techniques for teaching a second language.
4. Each component will develop a catalog of on-site materials.

SUGGESTED PRESENTERS: Multilingual/Multicultural Center Staff

TIME LINE: To be decided at a later date.

III. Methodologies for Content Instruction

OBJECTIVE III: Each participant shall develop and demonstrate knowledge of and skills in:

1. Different types of content strategies, including math, social studies, reading and language arts in English and others as needed.
2. Various approaches and their effectiveness with different ethnic groups.
3. Learning styles in various cultural groups.
4. How to integrate cultural knowledge in each content area.

ACTIVITIES:

1. Classroom observations/demonstrations/visitations.
2. Presentations and/or demonstrations by consultants.
3. Videotaped demonstrations/lessons, etc.
4. Peer teaching (idea sharing/demonstrations/ workshops, etc.)
5. Individual use of appropriate resource person(s) to set up classroom to reflect new approaches/ ideas.
6. Reading professional articles.
7. Simulations/micro-teaching: prepare and present mini-lessons using different approaches/new ideas.

EVALUATION:

Short Term:

1. Questionnaire to evaluate training activity/session.
2. Peer teaching demonstration of various techniques for teacher evaluation.

Long Term:

1. Classroom use with monitoring.
2. Self-evaluation and assessment, including:

    a. micro-teaching
    b. questionnaire/checklist, student evaluation
    c. debriefing by consultants or other appropriate personnel.

TIME LINE: Objective III: 1/2 days workshop - field test/work - 1/2 days workshop format.
The following workshops should include evaluation activities.

SUGGESTED PRESENTERS: Stockton Unified School District specialists/consultants (for reading)
Cheri Conaway (language arts), Estella Pinga, Charles Hwang
Bill Topp, Doug Smith (Math), staff of Multilingual/ Multicultural Center School

IV. Reading Instruction Primary Language LES/NES Students

OBJECTIVE IV: Each teacher shall develop knowledge and skills necessary to implement a responsive primary language reading program for LES/NES students.

ACTIVITIES:

1. Locate and examine appropriate instructional materials.
2. Attend demonstrations of reading materials.
3. Examine information on primary language instruction from other districts.
4. Compare and test various scheduling and management systems.
5. Compare different reading methods for primary language reading.
6. Consider techniques for motivating LES/NES students to read in primary language.
7. Role-play instructional techniques.
8. Classroom visitations.
9. Other.

EVALUATION:

Short-Term:

Questionnaire evaluating materials and activities.

Long-Term:

Classroom use and written evaluation of same.

SUGGESTED PRESENTERS: Multilingual/Multicultural Center School Staff.

TIME LINE: Series of workshops with appropriate classrooms field-testing in between.

V. Reading Instruction

OBJECTIVE V:

1. Develop survival skills for the teachers in all the languages.
2. To further develop oral skills of staff members in the language of their instructional area.

ACTIVITIES:

1. Using staff members, specialists, parents, students and audio-visual equipment to instruct teachers on basic oral skills in Spanish, Cantonese, Tagalog and English.
2. Develop a handbook to be used as a reference in the classroom.
3. Intensive training in HILT program.
4. College courses in language development.
5. Develop instructional packets on language structure and syntax in all language components in subject content.
6. Technical language development.

EVALUATION:

1. The teacher will be able to give simple directions to the students in primary language. (Language proficiency test to teachers.)
2. Observation by principal.
3. Teacher self-evaluation using video tapes.
4. Peer teaching - teacher demonstration.
5. Student performance as observed by teacher and principal.

TIME LINE: Training throughout school year.

SUGGESTED PRESENTERS: Multilingual/Multicultural Center School faculty and others.

VI. Materials Development

OBJECTIVE VI:

1. To develop a package and handbook for substitutes:
   a. survival skills in all languages
   b. school rules, etc.
2. To develop curriculum materials in all language components to meet scope and sequence needs for all subjects.
3. To develop curriculum materials for multicultural education for all grades.

ACTIVITIES:

1. Construct learning centers.
2. Construct game boards.
3. Develop social studies units in primary language.
4. Workshop on ideas for helping children develop centers/games.
5. Develop slide presentations.
6. Develop transparencies for overhead.
7. Develop playground outline games.

EVALUATION:

1. Construction of materials.
2. Evidence of materials being used.
3. Handbook.

TIME LINE: July 1st - continue through the school year.

SUGGESTED PRESENTERS: Dorothy Astorga, Virginia Navarro, Professional Development Center staff and other staff of Multilingual/ Multicultural Center School.

VII. Classroom Management

OBJECTIVE VII:

1. To manage classroom groups so that all students are constructively involved in movement patterns within and between classes.
2. To manage multiple instructional groups within one classroom.
3. To develop techniques for solving individual and group behavior problems.
4. To develop cross-age tutoring program.

ACTIVITIES:

1. To attend Madeline Hunter workshop (Objectives 2 and 3).
2. To participate in Horace Leake's Classroom Management Program (Objectives 1, 2 and 3).
3. To attend demonstrations by district personnel and outside consultants. (Objectives 1, 2, 3 and 4.)
4. To observe effective classrooms (Objectives 1, 2 or 3).
5. To view video-tapes, films or other AV materials (Objectives 1, 2, 3 or 4).
6. To review readings on classroom management and cross-age tutoring (Objectives 2, 3 and 4).
7. To involve students in developing classroom management standards (Objectives 2, 3 and 4).
8. To visit C. Todd Clark Intermediate School in the Clovis Unified School District for cross-age tutoring program (Objective 4).

EVALUATION: Self-evaluation of the degree to which the techniques used were successful.

SUGGESTED PRESENTERS: Madeline Hunter, Horace Leake, David Gutierrez and others.

TIME LINE:

1. Activity #8 in October
2. Activities #5 and #6 - September
3. Activities #1 and #2 - Fall 1978
4. Activities #3, #4, and #7 at convenience of staff

Participant *Jack R. Hill*

MULTILINGUAL/MULTICULTURAL CENTER SCHOOL
INDIVIDUALIZED INSERVICE EDUCATION CONTRACT

Need Addressed: *Preparation of a slide presentation of the Multicultural School.*

Objective: *A sound-slide presentation showing and describing the programs and facilities of the Multicultural School will be prepared.*

Activities:
1. *Objectives will be written which will show the important parts of each language component and grade within the school.*
2. *Slides will be made which depict each objective.*
3. *Slides will be put into sequence and a cassette made to describe what is seen.*

Evaluation: *There will be a finished sound-slide presentation.*

Incentive:

Units ____ Monetary ____ Other *for public relations*

Involvement Period: *1978-79 school year*

Sharing Plan: *P.T.A., school board, to show other interested districts*

Approvals:

Planning Committee _____

Principal _____

Director _____
Multilingual/
Multicultural

_____
Signature

_____ *6/7/78*
Sub-committee: L. Chan Date
J. Hill
V. Navarro

Participant *Marty Harvey*

MULTILINGUAL/MULTICULTURAL CENTER SCHOOL
INDIVIDUALIZED INSERVICE EDUCATION CONTRACT

Need Addressed: *To meet Title 9 regulations in the classroom.*

Objective: *To utilize non-sexist material in the classroom.*

Activities: *Examine materials to be used in the classroom. Modify for use in the classroom.*

Evaluation: *Use lesson plans to verify use of materials. Written statement on effectiveness of the materials used.*

Incentive:

Units _____ Monetary _____ Other *Intrinsic reward*

Involvement Period: *1 year*

Sharing Plan: *to report periodically in faculty meetings*

Approvals:

Planning Committee _____

Principal _____

Director _____
Multilingual/
Multicultural

_____
Signature

_____ *6/7/78*
Sub-committee: L. Chan Date
J. Hill
V. Navarro

Participant *Virginia Navarro*

MULTILINGUAL/MULTICULTURAL CENTER SCHOOL
INDIVIDUALIZED INSERVICE EDUCATION CONTRACT

Need Addressed: _____

_____

Objective: *To promote a better understanding of the cultural heritage of the Filipino people by way of dances, songs and games. To develop a cultural awareness of one's ethnic group and to relate in a personal and creative way to that group and to other ethnic groups.*

Activities: *Filipino folk dances, songs and games.*

_____

_____

Evaluation: *Each participant will be able to teach one or two Filipino folk dances, songs, and games to her/his students.*

_____

Incentive:

Units ____ Monetary *X* Other _____

Involvement Period: *1/2 day workshop*

Sharing Plan: _____

Approvals:

Planning Committee _____

Principal _____

Director _____
Multilingual/
Multicultural

_____
Signature

_____ *6/13/78*
Sub-committee: L. Chan Date
J. Hill
V. Navarro

INSERVICE PLAN

TASK FORCE
ON
CHILDREN WITH LEARNING
AND BEHAVIORAL PROBLEMS

Arlington Middle School
and
Western Washington Univerity
Teacher Corps Project

Arlington, Washington
September, 1978

1. Local Definition of Inservice Education:

Inservice education has been defined by the Arlington School District as that process by which the teachers develop goals based on student needs, and then, through the cooperation of the school administration and Western Washington University or any other educational agency, develop programs to meet the needs through appropriate staff development.

2. Charge to the Task Force:

To develop an inservice plan which will help the Middle School teachers increase their competencies in identification of children with learning and behavior problems, to diagnose the special needs of those children, and to prescribe learning activities to meet these needs. The task force was further charged to attempt to involve the partents in as many aspects of the program as possible.

3. Long Range Goals:

The following long range goals were established for this segment of the inservice program:

1. The instructional staff should develop a wide range of skills and strategies for dealing with children with learning and behavior problems.
2. The overall performance of students in grades 6 through 8 should improve in the areas of mathematics and reading.
3. Students leaving the Middle School should be more successful in their first year of High School as determined by a decrease in academic failures during ninth grade.

4. Students in the Middle School should improve their own self-concept and feeling of worth.

4. Objectives for Inservice Program:

The task force examined the data from (1) the needs assessment conducted by the consortium, (2) the role of teachers in inservice, and (3) the poll on incentives. The following objectives were formulated for this program for 1977-78 school year:

1. To improve the classroom management skills of teachers with particular emphasis on dealing with problems of individualization.

2. To improve the diagnostic skills of teachers with respect to learning disabilities and physical handicaps.

3. To develop new curriculum options for children who do not respond to the traditional program.

4. To increase the effectiveness of the individualized mathematics program by increasing parent participation.

5. To improve the teachers' skills in teaching reading as part of their instruction in content courses.

5. The Inservice Program for 1977-78:

During the 1977-78 school year, the Arlington Middle School teachers will have the opportunity to participate in standard courses, minicourses, workshops, conferences, and individual projects related to the objectives stated above. Teachers in other schools in the district may participate in their same activities, but they are being organized primarily for the Middle School faculty.

Courses: There will be only one formal course offered in this

segment of the inservice program this year. The course will be held in conjunction with the elementary school program, but there will be some instruction specifically for the middle school teacher.

Education 441 - Instructional Theory Into Practice (3 credits) Instructors: Carol Cummings and Cliff Nelson, Winter Quarter, Thursday Evening, 5:00 - 9:00, Elementary School Library, January 5 through February 15.

Minicourses: As part of the Teacher Corps project, the staff has decided to develop a series of minicourses in which teachers would receive ten hours of instruction on a single selected topic. The courses will be delivered on site, and under a variety of formats. The Teacher Corps staff, based on the needs assessment, has contracted with Western Washington University faculty and others to develop the instructional materials. The courses will be offered on a trial basis during the Winter and Spring Quarters.

Those wishing to take the minicourses for credit will have to take three courses or some combination of courses and individual contracts totaling 3 credits. The credits will be given as Education 594K - Practica in Action Research. Teachers taking the course for credit will have to consult with their advisors to see if it will be accepted as part of their graduate program.

The courses that will be available under this inservice plan are:

Creativity in Teaching Writing: Instructor: Dr. Flora Fennimore, Winter Quarter, Middle School Library, hours to be arranged.

Teaching Reading in Content Areas: Instructor: Dr. Ted Mork, Winter Quarter, January 9, 16 & 23, 6:00-9:00, Middle School Library

Teacher As a Survivor: Instructor: Dr. Katherine Carroll, Winter Quarter, conference course, hours to be arranged.

Classroom Management for Individualization: Instructors: Dr. Bob Pinney and Dr. Dick Covington, Fall Quarter, Middle School Library, Wednesdays, Nov 16, 30, December 7, 14; 2:45 to 5:15 plus 10 hours of independent study. Note: This is a"double" minicourse for 2 credits.

CARE: An Introduction to Identification of Learning Disabilities: Instructor Dr. John Knight, Winter and Spring Quarters; Teacher Corps Room - This is a computer assisted instruction course which can be taken at the convenience of the professional staff.

Information about these,and other,minicourses can be obtained from the Inservice Coordinator, Ms. Donna Livermore (464-6617).

Workshops and Conferences: The workshops and conferences for the school year are not as yet available for publication. It is assumed that there will be some related to this general topic. The Inservice Coordinator will edit a newsletter during the school year, and will keep the professional staff alert to the activities available to them.

Individual Projects: Professional staff members may enter into individual contracts for studies related to the general area of learning and behavioral problems. These contracts should be worked out with the Inservice Coordinator and a member of the faculty of Western Washington University. The contracts can be for 1 to 3 credits, but the total number of credits of the contract and mini-courses must add up to 3 in order for the credit to be given under Education 594K.

5. Ancillary Activities:

In support of the general activities of the inservice program, the Teacher Corps intern-teachers will be involved in a number of

related projects. These projects, if successful, will be used as the basis of future inservice training.

MIM: Intern Guadalupe Bergeron will assume responsibility for developing a management scheme and instructional program for parent and student aides for the individualized mathematics program in the middle school. As part of her field study leading to a masters degree, she will document these activities and provide the necessary instructional program for institutionalization of the training beyond the period of the federal grant.

Ms. Bergeron will work with the teachers in this program, and will coordinate their efforts.

School and Community: Intern Donnie Garrow will be developing a new course for the middle school for students who seem to be having difficulty in dealing with their community. The course will deal with the practical aspects of employment and political organizations in the Arlington School District. The course will be developed as a possible alternative social studies course or an elective for the middle school.

The Individual in Society: Interns Kathy Sears and Gary Howard will be developing a new course that will deal with interpersonal relations, self-concept and multicultural education. The course will be the major component of their masters' field study, and may provide either a new course or components for more traditional courses in the middle school program.

In conjunction with the course, the interns will also be developing and teaching a workshop for parents on how to get along with their adolescent children.

6. Incentives:

The Arlington School District is willing to pay for three credits of college work for those teachers taking courses which are part of the inservice plan.

The minicourses being offered by Western Washington University, because they are experimental and have been paid for in part by the Teacher Corps grant, will not require any minimum enrollment. It is very likely that these will be small classes, and will provide for more individualized attention than typical college level courses.

The interns will be available to assist teachers involved in any field work associated with the inservice program. The professional staff is encouraged to be as creative as possible in utilizing their skills and expertise in facilitating the improvement of the educational opportunities for children with learning and behavioral problems. All requests for utilization of the services of interns should be approved by the intern and the Team Leader, Ms. Lois Pruiett.

VI. POLICY BOARD BY-LAWS

One problem frequently voiced by those attempting to use the planning process is the inability to develop a collaborative governance structure for an inservice program. On the following pages is a copy of the official by-laws for a consortium of agencies consisting of Western Washington University, the Arlington (Washington) School District and the Arlington Education Association. This consortium was developed as a result of the Teacher Corps project in Arlington, Washington. It does not, at the momemt, have a representative of the Community Council as required by Program 78 guidelines.

This consortium is consistent with the Washington State Guidelines for Certification and Professional Development.

The by-laws illustrate a local approach to collaboration for teacher education. While persons using the planning model will have their own local constraints for collaboration and governance, this set of by-laws may suggest some useful policies and procedures which might apply.

Northwest Professional Development

Policy Procedures and By-Laws

Article I Name of Consortium

Section 1. Northwest Professional Development Consortium

Article II Purpose of the Consortium

Section 1. The Consortium will establish and implement programs leading to recommendation of candidates to the State Superintendent of Public Instruction for (1) preparatory, (2) initial, and (3) continuing certification as specified in the Guidelines and Standards for the Development and Approval of Programs of Preparation Leading to Certification of School Professional Personnel (July 9, 1971).

Section 2. The Consortium also will establish and implement programs for the inservice education of educators.

Article III Membership

Section 1. Membership in the Consortium will consist of the Arlington School District #16, the Arlington Education Association, and Western Washington State College.

Section 2. Membership in the Consortium will be open to other interested school districts, professional associations and universities/colleges which request admission in writing to the Consortium's Policy Board. The Policy Boardwill approve applications for admission.

a. Established Consortium policies and by-laws will pertain to all members admitted to the Consortium.

b. A school district and its respective professional association may seek admission to the Consortium only if both apply jointly.

c. Any member group may withdraw from the Consortium by

notifying the Policy Board of that intent in writing. Such withdrawal may occur at any time unless an obligation assumed by the member has not been fulfilled. In such a case, withdrawal will follow completion of the obligation.

d. The withdrawal of a school district or its respective professional association will automatically effect the withdrawal of the other group.

Article IV Governance and Management

Section 1. The chief administrator(s) or their surrogates of the school districts, professional associations, and the unit for teacher education of the College or University(s) will serve on the Policy Board. Each member of the Policy Board will be responsible for appropriate consultation with officers or councils of their respective memberships on all matters requiring formal action by the Policy Board.

Section 2. Advisory Committees and Task Forces

The Policy Board will appoint advisory committees and task forces to carry out the purposes as described in Article II.

Section 3. Policy and Program Approval

Policies and program approvals may not be formally adopted by the Policy Board at the same meeting they are initially proposed.

Section 4. Management

All management responsibilities and roles will conform to the procedures outlined under the provision for consortium management established within the 1971 Guidelines.

Section 5. Voting Procedures

All Policy Board decisions will require a unanimous vote by the Policy Board.

Article V Amendments to the Consortium Policies and By-Laws

Section 1. Amendments to and revisions of these policies and by-laws may be made by a unanimous vote of the Consortium Policy Board.

VII. CONSTRAINTS

Each agency or organization that becomes involved in planning for inservice will have its own priorities, requirements and regulations which will determine the role that it will play in the planning process. The quicker these conditions are recognized, the easier the planning will be.

In the planning process, the planning committee should try to have someone articulate the constraints of the organization that are represented on the committee.

On the following pages are examples of lists of constraints from three different sources: (1) Teacher Corps, (2) an IHE, (3) an LEA. (Please note: The list are merely for the sake of illustrating what a list might be like, and they have no official status or merit.)

TEACHER CORPS MANDATES AND CONSTRAINTS

PRIORITIES:

1. To strengthen the educational opportunities available to children in areas having concentrations of low-income families.
2. To encourage colleges and universities to broaden their programs of teacher preparation.
3. To initiate federal, state and local collaboration for change in local institutions.
4. To have the community play a role equal with the school and the institution of higher education in governing projects.
5. To develop school-based experiences and teacher education.
6. To increase and strengthen multi-cultural education at all levels.

REQUIREMENTS:

1. The program must focus on the staff of a single school or a department of a large high school..
2. The program must be field based.
3. Teachers must be involved in the program planning and implementation.
4. The program must be coordinated with the preservice program of Teacher Corps interns.
5. The program should assist teachers in improving their diagnostic and prescriptive skills.

REGULATIONS:

1. All materials purchased become the property of Teacher Corps.
2. No funds can be used to pay local teachers for doing their normal work assignments.
3. All funds used must be approved by the director of the project.
4. All materials developed through the efforts of the project are in the public domain.
5. Budget allotments cannot be changed without approval of National Teacher Corps.

IHE MANDATES AND CONSTRAINTS

PRIORITIES:

1. To establish a proper blend of theory and practice for the academic preparation of teachers.

2. To cooperate with and monitor the professional qualification and standards established by the State Department of Public Education.

3. To provide the state schools with expertise in curriculum, methods and foundations of education.

4. To seek out and improve curriculum and instruction that will benefit the children in the State.

5. To assist in the short and long term career development of the professional educators of the State.

REQUIREMENTS:

1. All instructional programs must generate college credit.

2. All graduate instruction must be done by regular members of the School of Education faculty.

3. For each hour of credit there must be a minimum of ten hours of classroom or conference contact.

4. Pass/fail grading cannot be used in graduate courses. (However, some graduate courses can be graded satisfactory/fail.)

5. All courses offered that are listed in the college catalogue must agree with the course description.

6. All new courses will require a minimum of two months to be processed through the academic channels of the institution. (Usually much longer.)

REGULATIONS:

1. Fees will be required for all courses.

2. All course work must be registered for during regular registration periods.

3. All new courses must be approved by the TCCC.

4. All courses in degree programs must be approved by the student's faculty advisor.

5. Cost of instructional material must be paid by the individual teacher or the sponsoring agency.

LEA MANDATES AND CONSTRAINTS

PRIORITIES:

1. To provide the children in the school district the best possible educational opportunities.

2. To allocate the limited funds of the school district to the most pressing needs.

3. To create an ambience within the school that maximizes the efforts of both teachers and students.

4. To provide the necessary materials and supplies for the instructional program.

REQUIREMENTS

1. LEA funds can only be allocated for activities and materials which are directly related to the school program.

2. Funds can only be spent in accordance with state budget procedures.

3. All teachers must participate in three days of inservice activities during each school year.

REGULATIONS:

1. All expenditures over one hundred dollars must be approved by the school board.

2. Inservice education programs are a negotiable item of the teachers' contract.

3. Teachers are presently paid for three days of inservice activities.

4. Each teacher has a yearly evaluation which includes a review of their career or professional development.

5. Teachers are required to submit detailed plans and expectations for the school year for which they are accountable.

VIII. NEEDS ASSESSMENT

It is interesting to note that in the planning process the first step is not a needs assessment. In the view of the authors, it is more important to have some agreement on the purpose to be served by the inservice than to inadvertently make some choices by agreeing to a particular form or type of needs assessment.

Never-the-less, the needs assessment is a critical aspect of the planning process. Frequently need assessments are long and involved studies that seem to interfere with the progress of planning. A particular comprehensive needs assessment developed by Nancy Hildebrand of the Western Washington University Teacher Corps staff is presented on the following pages. It was developed to get at some specific concerns of the local teachers'association.

At other times, the Western Washington University project used as simple a procedure as individual interviews to establish some consensus on teachers' concerns.

The forthcoming book on needs assessment by Robert Houston will be as near to being a definitive statement on the subject as possible. It explores not only specific assessment procedures, but many approaches to identifying both attitudes and goals. The book should be available through Teacher Corps.

MULTICULTURAL EDUCATION NEEDS ASSESSMENT

BELLINGHAM EDUCATION ASSOCIATION
Nancy Hildebrand

DEFINITIONS:

Ethnic - Having to do with the various racial, cultural or national groups of people, and the characteristics, language and customs peculiar to that group.

Racism - An attitude, action or institutional structure that subordinates a person or racial group. Racism differs from prejudice in that it involves having the power to carry out systematic discriminatory practices through major institutions of society.

Sexism - An attitude, or behavior, that relegates one sex to subserviant or inferior roles.

Multicultural Education - A cultural enrichment process that helps individuals (a) clarify their ethnic identity and function effectively in their own ethnic community, (b) recognize and accept individuals who belong to other ethnic groups and function effectively within other ethnic cultures, and (c) function within the common culture.

I. DIRECTIONS: Listed below are a few of the skills and values which some people have identified as being important. Indicate how much emphasis you think your school DOES PLACE in the first column and SHOULD PLACE in the second column for each item by circling the appropriate number.

In my school, students have opportunities for:	SCHOOL DOES EMPHASIZE				SCHOOL SHOULD EMPHASIZE			
	Almost None	A Little	Quite A Bit	Great Deal	Almost None	A Little	Quite A Bit	Great Deal
1. Develop skills in problem solving and decision making.	1	2	3	4	1	2	3	4
2. Develop respect for the dignity of each person, regardless of sex, race, religion or socioeconomic background.	1	2	3	4	1	2	3	4
3. Develop respect for the values of people from different cultures.	1	2	3	4	1	2	3	4
4. Recognize sex-stereotyped behaviors in themselves and others.	1	2	3	4	1	2	3	4
5. Maintain their own cultural identity.	1	2	3	4	1	2	3	4
6. Be individually self-directed.	1	2	3	4	1	2	3	4
7. Learn interaction skills, such as attending, observing, listening, and group behavior skills and how they affect learning.	1	2	3	4	1	2	3	4

II. DIRECTIONS: Circle the appropriate numeral to indicate to what extent YOUR SCHOOL is aiding the following individuals to function effectively with other ethnic groups.

	Not At All Well	Poorly	Average	Very Well	N/A
1. All Students	1	2	3	4	5
2. Average Students	1	2	3	4	5
3. Female Students	1	2	3	4	5
4. Gifted Students	1	2	3	4	5
5. Male Students	1	2	3	4	5
6. Black Students	1	2	3	4	5
7. Native American Students	1	2	3	4	5
8. Hispanic Students	1	2	3	4	5
9. Asian Students	1	2	3	4	5
10. Physically Handicapped Students	1	2	3	4	5
11. Slow Students	1	2	3	4	5
12. White Students	1	2	3	4	5

III. DIRECTIONS: Circle the appropriate numeral to indicate how confident YOU are of your skills at present to diagnose and prescribe meeting the needs of:

	Not At All Well	Poorly	Average	Very Well	N/A
1. All Students	1	2	3	4	5
2. Average Students	1	2	3	4	5
3. Female Students	1	2	3	4	5
4. Gifted Students	1	2	3	4	5
5. Male Students	1	2	3	4	5
6. Black Students	1	2	3	4	5
7. Native American Students	1	2	3	4	5
8. Hispanic Students	1	2	3	4	5
9. Asian Students	1	2	3	4	5
10. Physically Handicapped Students	1	2	3	4	5
11. Slow Students	1	2	3	4	5
12. White Students	1	2	3	4	5

IV. DIRECTIONS: Circle the appropriate numeral to show your perception of your OWN skills to:

	WHERE I AM NOW				WHERE I WANT TO BE		
	Not At All Well	Poorly	Average	Very Well	Need To Do Less	Doing About Right	Need To Do More
1. Motivate students in positive directions regardless of the student's sex.	1	2	3	4	1	2	3
2. Teach students to recognize the historic and contemporary barriers in society which operate to the disadvantage of women and minorities.	1	2	3	4	1	2	3
3. Help students overcome role stereotyping, such as an oversimplified generalization about a particular group.	1	2	3	4	1	2	3
4. Seek changes where necessary to alleviate sexism and/or racism in personnel and program practices.	1	2	3	4	1	2	3

V. DIRECTIONS: Circle the numeral that best indicates your perception of training, materials and opportunities in your DISTRICT.

	THE WAY IT IS NOW				THE WAY IT SHOULD BE			
	None	Few	Some	Many	None	Few	Some	Many
1. Women and minority teachers continue their post-graduate education for administrative credentials.	1	2	3	4	1	2	3	4
2. Teachers are encouraged to bring student or parent complaints of racism or sexism to the attention of school administrators.	1	2	3	4	1	2	3	4
3. Assertiveness training is available for teachers.	1	2	3	4	1	2	3	4
4. Human relations or group interaction training is available for teachers.	1	2	3	4	1	2	3	4
5. Materials are available to deal with multi-ethnic education.	1	2	3	4	1	2	3	4
6. Materials are available to deal with non-sex biased education.	1	2	3	4	1	2	3	4
7. Training in the area of multi-ethnic education is available for teachers.	1	2	3	4	1	2	3	4
8. Training in determining sex bias is available for teachers.	1	2	3	4	1	2	3	4
9. Opportunities exist for district-wide activities in the area of multicultural education.	1	2	3	4	1	2	3	4

VI. DIRECTIONS: Please circle the numeral that indicates the availability of instructional materials in your classroom or as supplementary resources.

	THE WAY IT IS NOW				THE WAY IT SHOULD BE			
	None	Few	Some	Many	None	Few	Some	Many
1. The materials in my classroom reflect a variety of cultures. (Ex. depict history from more than one viewpoint.)	1	2	3	4	1	2	3	4
2. The materials in my classroom are not sex-biased. (Ex. women may be shown as professionals, and men as home-makers.)	1	2	3	4	1	2	3	4
3. The resource guides and manuals which accompany the textbooks help attain the objectives of cultural pluralism. (Ex. suggest techniques for integrating Indian contributions in the curriculum.)	1	2	3	4	1	2	3	4
4. The supplementary materials in my classroom help eliminate sex/race stereotyping. (Ex. minorities are portrayed in a variety of occupations.)	1	2	3	4	1	2	3	4

DEMOGRAPHIC DATA OF TEACHERS COMPLETING MULTICULTURAL NEEDS ASSESSMENT

VII. DIRECTIONS: Circle the appropriate numeral for each category.

A. Level of primary responsibility: 1 2 3 4 5 6 7
1. Elementary
2. Middle School
3. Secondary
4. Combination of Elm. & H.S.
5. Combination of M.S. & H.S.
6. Special Education
7. Special Services

B. Total years you have taught including this year: 1 2 3 4 5
1. 1-5 years
2. 6-10 years
3. 11-15 years
4. 16-20 years
5. 21 years or more

C. My primary assignment is: (Please circle only one.) 0 1 2 3 4 5 6 7 8 9
0. All subjects (Elm., Spec. Ed., M.S.)
1. English, Reading, Lang. Arts
3. Math
4. Sciences
5. Business
6. Fine Arts
7. P.E., Health
8. Industrial Arts, Home Ec.
9. Foreign Languages

D. What is your age? 1 2 3 4 5
1. 20-30 years
2. 31-40 years
3. 41-50 years
4. 51-60 years
5. Over 60 years

E. What is your ethnic origin? 1 2 3 4 5 6
1. Asian
2. Black
3. Hispanic
4. Native American
5. White
6. Other

F. Sex 1 2
1. Male
2. Female

G. I have had courses or workshops stressing multicultural instruction: 1 2 3
1. Preservice
2. Inservice
3. None

H. I would like to have instruction stressing multicultural concerns: 1 2 3 4
Workshop - 1. Yes
2. No
Course - 3. Yes
4. No

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Add any comments you care to make with reference to multicultural concerns.

IX. INDIVIDUALIZED INSERVICE PROGRAMS

One of the critical elements of any inservice program is the manner in which it provides for those members of the professional staff who already have knowledge and skill beyond that of the colleagues. Some opportunity should be provided for the continuing professional growth of everyone on the staff. An increasingly popular alternative to courses, workshops and conferences is the individual contract or agreement.

Several forms that have been successfully used for inservice contracts are presented on the following pages.

A weakness of many inservice programs is the lack of imagination displayed in arranging for the delivery of information and skills to teachers. Usually local inservice education is characterized by workshops. The mode of presenting essential information asumes that the teachers will be receivers, and the professors or supervisors will be presenters. The individual teacher contract is only one of many alternatives available for new and better delivery systems for inservice education. The reader is alerted to other suggestions which appear in the inservice plans (Section V).

CONTRACT
WESTERN WASHINGTON STATE COLLEGE
TEACHER CORPS
TEACHER DESIGNED INSERVICE PROJECT

TITLE: _____

NEED ADDRESSED: _____

_____

TEACHER: _____

SCHOOL: _____

SUMMARY: _____

_____

_____

_____

_____

_____

_____

COMPENSATION:

COURSE: _____ CREDITS: _____ GRADE: _____

ENROLLMENT PERIOD/ FALL: _____ WINTER: _____ SPRING: _____

OTHER: _____

APPROVALS:		PROPOSAL	INTERIM REPORT	FINAL REPORT
TEAM LEADER	_____	_____	_____	_____
CLINICAL PROFESSOR	_____	_____	_____	_____
SCHOOL ADMINISTRATOR	_____	_____	_____	_____

MAIN BODY: (The main body of the proposal should not be more than two pages. It should include (1) product to be produced and/or process to be implemented; (2) characteristics of product and/or process; (3) procedures to be followed; (4) plan for evaluation.)

TIME LINE:	Planning	Implementation	Evaluation	Significant Events
SEPTEMBER				
OCTOBER				
NOVEMBER				
DECEMBER				
JANUARY				Interim Report January 1 - 15
FEBRUARY				
APRIL				
MAY				Final Report May 15 - 30
JUNE				

PERSONNEL REQUIREMENTS:

		PROPOSAL PREPARATION	*PROPOSAL REVIEW	**PLANNING	**IMPLEMENTATION	**EVALUATION
Investigating Teacher's Time	Planning					
	Classroom					
	Released					
	Additional					
Other Teacher's Time	Planning					
	Classroom					
	Released					
	Additional					
Administrator's Time						
Clinical Professor						
Team Leader						
Graduate Intern						
Instructional Aide						
Clerical Aide						
Consultant						

*These figures will be supplied during the review procedure.

**These figures should be estimated by the individual preparing the proposal.

MATERIAL REQUIREMENTS:

	*PROPOSAL PREPARATION	PROPOSAL REVIEW	*PLANNING	*IMPLEMENTATION	*EVALUATION
General Supplies					
Special Supplies					
New Materials					
Rental Fees					
Transportation					
Communication					
Per Diem					

*Estimate items and/or costs.

ANTICIPATED BENEFITS AND LIABILITIES:

BENEFITS	LIABILITIES	EVIDENCE
STUDENTS:		
TEACHER:		
SCHOOL BUILDING:		
OTHERS:		

STUDENT-INSTRUCTOR CONTRACT cc: Student, Instructor, Chairman

We, the undersigned, hereby agree that _____ will engage in the following activities in performing responsibilities as a student in the following course:

_____(Course Number) _____(Course Title)

The title of his study is _____

_____

It is agreed that he will:
1. Attend ____ meetings of the course.
2. Meet the instructor on individual basis ____ time.
3. READ the following books.

_____

_____

_____

4. SYNTHESIZE the study in the following manner:

_____

_____

_____

5. Present the RESULTS OF STUDY in following manner:

_____

_____

_____

6. EVALUATE the study using the following criteria:

_____

_____

_____

7. It is also agreed that when the above six (6) conditions of this contract are met, the GRADE for this course will be _____.

We, the undersigned, mutually agree on all seven (7) items of this contract. We have met, conferred and negotiated on each item. Any item of this contract shall be re-negotiated only upon mutual consent of both parties during the term of this course.

_____ _____

Instructor's Signature & Date Student's Signature & Date

PROFESSIONAL IMPROVEMENT OBJECTIVES

1. State specifically what you would most like to learn to improve your teaching.

2. By what date would you like to learn this?

3. Through what methods do you feel you could best learn this? (e.g. one-to-one contact, workshop, course, etc.)

4. What time commitment do you feel is necessary to learn this?

5. What time commitment can you make to this?

6. What resources, if any, do you need to learn this?

Conference Date _____

Teacher's Signature _____

Inservice Coordinator's Signature _____

Date Scheduled for Progress Check _____ Date Objective Completed _____

Report by Inservice Coordinator _____

MULTILINGUAL/MULTICULTURAL CENTER SCHOOL
INDIVIDUALIZED INSERVICE EDUCATION CONTRACT

Need Addressed: _____

_____

Objective: _____

_____

Activities: _____

_____

_____

Evaluation: _____

_____

_____

Incentive:

Units ____ Monetary ____ Other _____

Involvement Period: _____

Sharing Plan: _____

Approvals:

Planning Committee _____

Principal _____

Director _____
Multilingual/
Multicultural

_____
Signature

_____
Date

Sub-committee: L. Chan
J. Hill
V. Navarro

X. A MANAGEMENT PLAN FOR AN INSERVICE COMPONENT

In the planning process, the planning committee establishes the guidelines for the total inservice program. Once the general guidelines have been approved, the planning committee establishes task forces to plan specific programs that will be addressed to one or more of the general goals or priorities.

Each task force is charged with developing an inservice plan. One such plan was presented in Section V. The process of getting the task force to develop a plan can be complex, especially in a Teacher Corps project where there are likely to be several such plans being developed at the same time. To facilitate the planning of an inservice plan for a particular inservice component, we have presented on the following page a working example of a useable management plan.

In this particular plan, the actual details of the program have been omitted, and in their place certain critical questions are asked. This was done to emphasize that the answers to these key questions should be locally determined, and it is is answering these questions that a task force develops an inservice program that meets the local needs.

The planning process is not to be considered prescriptive, and the management plan should provide for maximum local determination. We suggest that this particular form of a management plan will be useful to some task forces.

A WORKING EXAMPLE OF A MANAGEMENT PLAN FOR AN INSERVICE COMPONENT OF A PROGRAM '78 TEACHER CORPS PROJECT

CLIENT:	STAFF:	ADMINISTRATION:	MANAGEMENT:
The faculty of the project schools which includes teachers, specialists, administrators, aides, and all other professional staff. Parents, volunteers, community people, et al, may be included in the inservice program.	The staff will be a task force organized by the Policy Board from recommendation by the Planning Committee. The Inservice Coordinator will be a member of the task force.	Inservice Coordinator and Documentor	POLICY: The Project Policy Board ADVISORY: The Community Council

INTENT

What is the intent of the faculty with respect to their improvement in competencies required to assist children with learning and behavioral problems?

To improve their competency in the identification of children with learning and behavioral problems, to be able to diagnose the special needs of those children, and to be able to prescribe learning activities to meet these needs.

What is the intent of the staff with respect to the improvement in competencies required to assist children with learning and behavioral problems?

To provide all educational personnel employed by the project schools with the opportunity to improve their competency to identify children with learning and behavioral problems, diagnose the special needs of those children, and prescribe learning activities to meet those needs.

What is the major intent of the administrative staff with respect to the improvement of clients' ability to assist children with learning and behavioral problems?

The inservice coordinator will facilitate the work of the task force and coordinate its efforts with other task forces, and external agencies.

The documentor will prepare reports on the task force work, and prepare evaluations.

What is the major intent of the administrative staff with respect to the improvement of the clients' ability to assist children with learning and behavioral problems?

To provide guidance and direction to the inservice coordinator, the documentor and the task force.

What is the major intent of the Community Council with respect to the inservice plan dealing with learning and behavioral problems?

To provide community input and cooperation for the task force.

METHODS

What methods and activities will the faculty participate in with respect to increasing their competency in dealing with children with learning and behavioral problems? [See Note.]

1.0 Initiation of the Inservice Plan:

- 1.1 *What activities are planned to make the faculty more aware of the needs of children with learning and behavioral problems?*
- 1.2 *What skills will the faculty need in order to benefit from the proposed inservice program?*
- 1.3 *Will some faculty be viewed as the prime clients for this phase of the inservice program?*
- 1.4 *What role will the community play in this phase of the inservice program?*
- 1.5 *Has the faculty had an opportunity to review and make recommendation concerning the actual inservice plan?*

2.0 Participation in the Inservice Program:

- 2.1 *What are the short and long term goals of the inservice plan? Are the objectives consistent with the needs assessment?*
- 2.2 *What is the content suggested for the instructional program?*
- 2.3 *What is the schedule of events, and how well is it coordinated with the teachers' regular schedule of activities?*
- 2.4 *How will the services be delivered?*
- 2.5 *What are the options for teachers already skilled in the areas attended to by the program?*
- 2.6 *What incentives and rewards will be available?*
- 2.7 *What are the expectations for participants? Are they realistic?*

3.0 Participation in the Documentation and Evaluation of the Program:

- 3.1 *What will the faculty's role be in the documentation and evaluation processes?*
- 3.2 *What will be the monitoring process for the program?*
- 3.3 *What feedback will be available to the faculty?*

What methods and activities will the staff participate in with respect to increasing the competency of the faculty in dealing with children with learning and behavioral problems?

1.0 Training:

- 1.1 Develop skills in planning.
- 1.2 Study the Planning Model.

2.0 Program Design:

- 2.1 Goals and Objectives: Specificiations for program objectives will be prepared and reviewed by appropriate groups.
- 2.2 Content: Suitable content for program determined through indepth discussions with faculty.
- 2.3 Methods: Suitable methods be determined and services negotiated from appropriate trainers or instructors.
- 2.4 Teachers of Teachers: Recommendations made for key roles.
- 2.5 Alternatives: Consideration be given for experience of clients.
- 2.6 Incentives: A variety of incentives be provided, if possible.
- 2.7 Budget: A budget needs to be submitted to Policy Board.
- 2.8 Responsibilities: A detailed list of responsibilities for instruction and support services is needed.

3.0 Program Approval:

- 3.1 Submit draft to teachers for review and recommendations.
- 3.2 Review and approval by Policy Board.

4.0 Documentation and Evaluation:

- 4.1 Evaluation of the Inservice Plan:
  - 4.11 Collaboration: Provision should be made for input from all groups.
  - 4.12 Mandates: All significant regulations have been reviewed.
  - 4.13 Needs Assessment: The program should be consistent with the needs identified in the needs assessment.
  - 4.14 Program Design: All elements under Program Design (above) and the questions raised under Clients (left column) have been considered.
- 4.2 Evaluation of Inservice Program:
  - 4.21 Monitoring: Some system of ongoing monitoring should be specified.
  - 4.22 Formative Evaluation: An appropriate plan should be specified in the Inservice Plan.

What methods and activities will the administrative staff be engaged in during the 2nd and 3rd year of Program '78 that will facilitate the work of the task force dealing with learning and behavioral problems?

Inservice Coordinator

1.0 Organizational Matters:

- 1.1 Call initial meeting of task force and provide appropriate agenda.
- 1.2 Provide training in developing management plans.
- 1.3 Provide secretarial help and support services.
- 1.4 Oversee expenses of task force.

2.0 Coordinating Activities:

- 2.1 Coordinate task force activities with other task forces.
- 2.2 Act as liaison between task force and Planning Committee.
- 2.3 Act as liaison between task force and Policy Board.
- 2.4 Develop system for obtaining technical assistance for Teacher Corps Centers.
- 2.5 Provide task force with guidance and direction regarding Teacher Corps requirements and priorities.

3.0 Management:

- 3.1 Present Management Plan and Inservice Program developed by the task force to the Planning Committee and the Policy Board.
- 3.2 Develop budget for inservice program for review by task force and approval of Policy Board.

Documentor

1.0 The Inservice Plan:

- 1.1 Assist in the development of needs assessment instruments.
- 1.2 Develop validation and rating scales for inservice plan.

2.0 The Inservice Program:

- 2.1 Provide the ongoing monitoring services.
- 2.2 Provide for formative evaluation.
- 2.3 Provide for summative evaluation.
  - 2.31 Institutionalization
  - 2.32 Cost-Benefit Analysis

What activities will the Policy Board participate in during the 2nd and 3rd year of Program '78 with respect to the inservice plan dealing with learning and behavioral problems?

1.0 Approve the membership of the task force.

2.0 Review and approve the specific objectives for the inservice plan.

3.0 Review and approve the budget for the inservice plan.

4.0 Review and approve all documentation and evaluation activities associated with the inservice plan.

5.0 Review and approve the inservice plan.

6.0 Review and approve all substantive changes in either the inservice plan or the budget.

What activities will the Community Council participate in during the 2nd and 3rd year of Program '78 with respect to the inservice plan dealing with learning and behavioral problems?

1.0 Provide one or more participants for the task force.

2.0 Review and make recommendation to the Policy Board concerning both the inservice plan and the budget.

3.0 Provide information to the community concerning the inservice program.

RESOURCES

What resources will be available to the faculty to assist them in increasing their competency in dealing with children with learning and behavioral problems?

1.0 Human:

- 1.1 *Will instructors or consultants be available outside of instructional time?*
- 1.2 *Will the program provide additional human resources for the participants?*

2.0 Time:

- 2.1 *How much time will be required for teachers who participate?*
- 2.2 *Will the participants be compensated for their time?*

3.0 Resources:

- 3.1 *What additional resources will be available?*

What resources will be available to the staff to assist them in increasing the faculty's competency in dealing with children with learning and behavioral problems?

1.0 Human: The staff will have available to it the resources of the participating agencies and the technical assistance centers.

2.0 Time: As many as eight meetings during the year.

3.0 Materials: As needed and approved by the Policy Board.

What resources will be available to the administrative staff to assist them in facilitating the work of the task force dealing with learning and behavioral problems?

1.0 Human: The same as those provided the task force, and some specific training already planned through the Network.

2.0 Time: The coordinator will be a half to full time position during the 2nd and 3rd year of Program 78.

The documentor will be a half to full time position during the 2nd and 3rd year of the project. At least half of his/her assignment will be to the inservice component.

A half-time secretarial position will be funded.

3.0 Materials: As needed and approved by the Policy Board.

What resources will be provided to the Policy Board and the Community Council for working with the inservice program?

1.0 Human: None specified.

2.0 Time: None specificed.

3.0 Materials: None specified.

Note: The actual elements of an inservice program should be determined by the conditions unique to a particular project. In this working example, certain critical questions are raised in lieu of providing specifics concerning elements of a program plan.

XI. EVALUATION OF THE INSERVICE PLAN

The writers of this model have developed a trial instrument for evaluating an inservice plan. The instrument is criterion referenced, and is based on the sixteen criteria discussed in the monograph which is one of the documents in the planning process.

The instrument is suitable for evaluating locally developed inservice programs because the items are validated by the individual respondent. The instrument is based on a model developed by Robert Hammond[1], and is closely geared to the"management blueprints" that have been used in these materials.

The reader should feel free to adapt the instrument to his own needs. If nothing else, it might suggest an approach to evaluation which will suit the local planning committee.

[1]Robert L. Hammond, Principles and Procedures of Documentation and Evaluation, in Program Documentation and Evaluation, ed. Peter Grey, Far West Teacher Corps Network, Western Washington University, Bellingham, Wa., 1978

AN INSTRUMENT FOR THE EVALUATION OF AN INSERVICE PLAN

This document can be used to evaluate an inservice plan for teachers. It has been developed as a criterion referenced instrument, and each question is referenced to one of sixteen criteria which have been identified with good planning procedures for inservice education.

The instrument is somewhat different than most in that the individual making the assessment of the plan is first asked to determine whether or not the question asked is appropriate or valid for their own particular circumstances. Only those items that are considered valid are then weighed and rated. Items identified as not being valid are ignored.

The critical areas included in the evaluation are:

1.	Collaboration	Items 1-3
2.	Mandates	4-8
3.	Needs Assessment	9-16
4.	Role of Teacher	17-21
5.	Resources	22-28
6.	Institutionalization	29-32
7.	Teaching Unit	33-34
8.	Incentives	35-42
9.	Benefits	43-45
10.	Individualization	46-49
11.	Content	50-52
12.	Goals	53-56
13.	Delivery System	57-60
14.	Participation	61-63
15.	Community	64-67
16.	Monitoring	68-70

SAMPLE QUESTIONS:	Valid		Importance			Rating									
	Yes	No	Low 1	Mod. 2	High 3	No 1	2	3	Partially 4	5	6	7	Mostly 8	9	Totally 10
A. Could a teacher take a regularly offered college course and consider it part of the inservice program?															

The respondent could indicate that this would not be a valid item for the proposed planned because the school district in which it will operate is too far removed from a college that offers courses. In which case he would check No under "Valid" and proceed to the next item.

If a college course was a reasonable and valid element for the inservice program, the respondent would check Yes under "Valid" and then assign some importance to the item - Low, Moderate or High. The respondent would then indicate how well the present inservice program responded to the item on the rating scale of 1 to 10.

B. Are the outside funds being used for the inservice program being used in the most productive way?															

If no outside funds are involved, the question would be classified as not valid,and the respondent would go on to the next question.

If outside funds were being used, the question would be classified as valid, and the respondent would then rate how important he thought it was. Then he would rate the item in terms of well it was being done or seemed to be going to be done.

NOTE: Only those questions that are indicated as valid enter into the evaluation.

	Valid		Importance			Rating									
	Yes	No	Low 1	Mod. 2	High 3	No 1	2	3	Partially 4	5	6	7	Mostly 8	9	Totally 10
1. Were the people who will be affected by the inservice plan well represented on the committee that prepared the plan?															
2. Is the board or policy group which will make the final determination of whether or not to implement the inservice plan representative of participants?															
3. Does the planning process for the inservice program provide ample opportunity for input from all affected groups?															
4. Will the proposed inservice program be consistent with state rules and regulations concerning inservice education?															
5. Is the inservice plan consistent with school district policies concerning priorities and procedures?															
6. Is the proposed inservice program consistent with prior agreements or negotiations between the school adminstration and the professional staff?															
7. Is the inservice program consistent with the regulations and rules of the organizations and agencies that will be providing the resources?															

	Valid		Importance			Rating									
	Yes	No	Low 1	Mod. 2	High 3	No 1	2	3	Partially 4	5	6	7	Mostly 8	9	Totally 10
8. Is the inservice plan consistent with the goals and priorities for inservice education set by state or other government agencies?															
9. Did the needs assessment for the inservice program examine the academic needs of the students?															
10. Did the needs assessment for the inservice program examine student attitudes?															
11. Did the needs assessment for the inservice program examine the aspirations of the students?															
12. Did the needs assessment for the inservice program adequately consider the skills of teachers?															
13. Did the needs assessment for the inservice program adequately consider teachers' attitudes?															
14. Did the school administration contribute important information for the needs assessment?															

	Valid		Importance			Rating									
	Yes	No	Low 1	Mod. 2	High 3	No 1	2	3	Partially 4	5	6	7	Mostly 8	9	Totally 10
15. Did the parents contribute important data for the needs assessment?															
16. Did the community contribute important data for the needs assessment?															
17. Did the teachers play an important role in the determination of the instructional content for the inservice program?															
18. Did the teachers play a significant role in the choice of the format for the inservice program, i.e., types of courses, workshops, seminars, etc.?															
19. Will the teachers be called upon to supply resources for the inservice program?															
20. Will teachers have the opportunity to participate in the instructional program as teachers?															
21. Will the teachers be provided some opportunity to select the faculty for the inservice program?															

	Valid		Importance			Rating									
	Yes	No	Low 1	Mod. 2	High 3	No 1	2	3	Partially 4	5	6	7	Mostly 8	9	Totally 10
22. Are the funds provided by the school district sufficient for the inservice program?															
23. Will the school district provide a significant amount of materials for the inservice program?															
24. Are the total funds, both locally and external, adequate for the inservice program?															
25. Will the school district provide sufficient time during the school day for the inservice program?															
26. Will the professional staff be released for enough time from their regular assignments to participate in the inservice program?															
27. Will the state provide a significant share of the funds for the local inservice program?															
28. Will it be possible to reallocate existing resources for use in the inservice program?															

	Valid		Importance			Rating									
	Yes	No	Low 1	Mod. 2	High 3	No 1	2	3	Partially 4	5	6	7	Mostly 8	9	Totally 10
29. Can the school district allocate sufficient resources in the future for inservice education?															
30. Will the school district be able to hire personnel for developing and coordinating inservice education after federal funding has been stopped?															
31. Can the college or university participating in the inservice plan continue to supply services after federal funding is stopped?															
32. Will the inservice program become a regular part of the total school program?															
33. Is the inservice program likely to affect critical elements of the total school program?															
34. Will the inservice program attract the participation of a high percentage of the professional staff within each of the schools?															
35. Will the financial compensation provided through the program be significant enough to attract teacher participation?															

	Valid		Importance			Rating									
	Yes	No	Low 1	Mod. 2	High 3	No 1	2	3	Partially 4	5	6	7	Mostly 8	9	Totally 10
36. Will the inservice plan provide the professional staff with sufficient opportunity to progress towards advanced degrees and/or certification?															
37. Will the inservice program provide the professional staff the opportunity to become more confident in their dealings with students?															
38. Are there significant enough rewards in the inservice plan that the participating agencies will be willing to continue the program in the future?															
39. Are the rewards for the individual teacher consistent with those that were identified in the planning process?															
40. Will the inservice program result in some professional recognition for the participants?															
41. Are there provisions in the inservice program that will make it possible for the participants to get the necessary materials to implement what they learn?															
42. Will the inservice program attend to some of the stressful aspects of the teacher teaching assignment?															

	Valid		Importance			Rating									
	Yes	No	Low 1	Mod. 2	High 3	No 1	2	3	Partially 4	5	6	7	Mostly 8	9	Totally 10
43. Will the college or university participating in the inservice program be adequately reimbursed for its participation?															
44. Will there be any increase in state funding because of the school district participation in the program?															
45. Will the local teachers' association gain significant recognition by supporting the inservice program?															
46. Will the inservice program provide the professional staff the opportunity to reach the stated goals and objectives at their own rates?															
47. Will the inservice program provide for alternative learning styles and differing professional commitments among the professional staff?															
48. Does the inservice program encourage teachers to set their own professional goals?															
49. Is the inservice program sufficiently flexible to allow teachers to work towards their goals independently?															

	Valid		Importance			Rating									
	Yes	No	Low 1	Mod. 2	High 3	No 1	2	3	Partially 4	5	6	7	Mostly 8	9	Totally 10
50. Is the instructional program for inservice sufficiently consistent with the needs assessment?															
51. Does the inservice program have a direct bearing on the needs of students?															
52. Is it likely that the inservice program will have a significant effect on students?															
53. Are the long term goals of the inservice program significant to the school district?															
54. Are the short term goals of the inservice program realistic as described?															
55. Are the short term goals expressed in an unambiguous and measureable way?															
56. Are the objectives specified for the present inservice plan consistent with the long term goals?															

	Valid		Importance			Rating									
	Yes	No	Low 1	Mod. 2	High 3	No 1	2	3	Partially 4	5	6	7	Mostly 8	9	Totally 10
57. Are the methods of instruction consistent with those that are favored by the professional staff?															
58. Does the instructional program provided for the professional staff include the opportunity to practice new skills and provide a means of feedback?															
59. Is the method of delivery of services under the inservice program reasonable considering the available resources?															
60. Does the delivery of services provide the services at times which are convenient for the professional staff?															
61. Will the inservice program be monitored in a reasonable manner?															
62. Is there a reasonable amount of feedback or reinforcement built into the inservice program?															
63. Are there sufficient provisions in the inservice plan for teachers to assess their own progress?															

	Valid		Importance			Rating									
	Yes	No	Low 1	Mod. 2	High 3	No 1	2	3	Partially 4	5	6	7	Mostly 8	9	Totally 10
64. Were members of the community provided with adequate opportunity to participate in the planning for inservice?															
65. Will the community be provided with an opportunity to participate in the evaluation of the inservice program after it is implemented?															
66. Will the community play any significant role in the inservice program itself?															
67. Are members of the community likely to participate in the instructional program for inservice?															
68. Is there adequate provision in the inservice program for periodic review of the objectives?															
69. Will the policy or governing board responsible for the inservice program review and evaluate the progress of the program?															
70. Will each of the participating groups or agencies have ample opportunity to participate in the evaluation of the program?															